A STUDY

THE DANSVILLE HIGH SCHOOL

—J. MURRAY FOSTER—

SUPERVISING PRINCIPAL

A STUDY

The Dansville High School

BY

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Supervising Principal

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The Board of Education

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To
The Board of Education
Whose Self-Sacrificing Devotion
to
The Interests of the School and Whose Zeal
for
The Best Educational Advantages for the Students
Has Been My Inspiration.

ACKNOWLEDGEMENT

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CONTENTS:

LIST OF ILLUSTRATIONS

LIST OF GRAPHS

LIST OF TABLES

A STUDY

I. PURPOSE.

When the writer of this Study took up his duties as principal of the Dansville High School, September, 1911, he was impressed with the small registration of academic students as compared with those of other high schools in neighboring villages of about the size of Dansville, and the small number that were graduated each year. The Board of Education were at loss to account for this state of affairs and were much interested to learn the causes. Both the Board of Education and the principal were very anxious to get at the root of the matter, and, as the causes for the unsatisfactory state of affairs were revealed, to deal with them as best they could. This desire led to this study. The Board of Education and the writer are aware of the fact that officers do not usually make such studies of their own schools, but in this case, both feel that its purpose is such that it could be made without incurring the expense of hiring an expert to do the work. Coupled with their desire to find out what is the matter with their school system, is one to draw up a program to be followed to make the system in Dansville as nearly model as possible.

II. DESCRIPTION OF THE VILLAGE OF DANSVILLE.

1. Character of the Population.

The Village of Dansville has a population of 3,938 according to the last United States Census. Its population is quite typical with the exception that there are very few foreign born citizens. A large portion of the people have sprung from German and Irish parentage. The village is peculiar in that there are but very few poor in her midst and there is no great wealth. It is a very democratic community. Because of her industries there is plenty of money in circulation, the money coming rather easy and, hence, going easy. There is a marked public spirit which has given the village fine water works, an

excellent sewage system, good lighting, improved streets, and fine churches. Whatever is felt to be a necessity is done and done well. In short, her people are happy, liberal, good-hearted, peaceful, public spirited and very fond of amusements.

2. *Sources of Employment.*

The people of Dansville find their employment for the most part in five industries. The most noted of these is nursery growing. There are in Dansville and vicinity 124 registered nurserymen who have approximately 18,000,000 young trees standing and who sold approximately 5,000,000 trees this past year. In these nurseries is employed an army of men and boys. At certain times of the year the youngest boys whom the law will permit to work can earn as much as $1.50 per day, and among them are some who might put to shame some of the professors of horticulture, in budding and grafting.

The Power Specialty Company situated at Cumminsville, one and a half miles northwest of the village, employs about 150 men among whom are many skilled machinists, moulders, draftsmen and engineers. This company is particularly noted for its manufacture of garbage incinerators and steam superheaters.

The Blum Shoe Company, whose specialty is the felt shoe trade, employs many girls and women as well as men. It also affords piece work that may be done by the women in their homes.

The F. A. Owen Publishing Company has the largest printing establishment outside the cities, of any place between New York City and Buffalo. Here are employed many women and girls and some men and boys. This is the home of the magazine known as The Normal Instructor-Primary Plans. Here are printed many booklets used in schools and about 10,000,000 souvenir post cards per year.

The Jackson Health Resort, commonly known as "the Home on the Hillside," is one of the most famous of American Sanatoria. It brings to Dansville many people from all over the

The Dansville High School Building

United States who desire to regain their health through right living. Employed here are many physicians, nurses and others necessary to carry on the work of such a large plant. A profitable source of employment for boys and girls is offered here as bell boys, dining room servants, etc. Connected with this institution is a laundry which serves not only the Sanatorium but the village and vicinity also.

Other manufacturing concerns of the village which give some employment are the McNairn Paper Mills, the George Arndt Chair Company, the Dansville Gas and Electric Company, the Dansville and Mt. Morris Railroad and some planing mills and produce concerns.

Besides these employments Dansville has a large number of excellent stores and shops due to the fact that the village being so far from any city has become quite metropolitan. All these offer employment for children as well as for adults.

3. Amusements of the People.

It was stated that the people of Dansville are fond of amusements. The numerous sources of employment and the absence of cheap foreign labor give the people plenty of spending money with the result that the village supports two flourishing moving picture theatres. She has the reputation of being one of the best show towns in New York State. Dances are very frequent and many social and fraternal organizations flourish in her midst. This love of amusement has its effect upon the school.

4. The Schools.

In things educational Dansville has been much interested. In 1883 she consolidated two school districts into which she was divided and thus formed the present Union Free School District Number One of the Town of North Dansville. In 1844 the German Catholic Congregation founded Saint Mary's Parochial

School, and in 1882 the Irish Catholic Congregation founded St. Patrick's Parochial School. Between these three schools the friendliest relations have existed always. But the district suffered a severe set back in its educational career in 1887 when the failure of one of its banks swallowed up the funds which it had raised by a bond issue for a new school building. A new sale of bonds made it possible for the building to be erected, but the double payment was not completed until 1912. Beginning with this date a new era in education begins in Dansville. The way in which the people met these conditions shows a wholesome community interest in the school. But among many in the village there is a feeling that a high school education is a luxury which ought to be foregone for money making. The dollar is so close to many parents' eyes that the whole future of the child is shut out entirely.

III. DESCRIPTION OF THE UNION SCHOOL BUILDING.

In 1911 the school was still housed in the brick building built for it in 1887. This structure was in a remarkably good condition for its age, but there was no room for an expansion of the curriculum, and the heating and ventilating systems were not what they ought to be. The first move to improve the educational situation in the village was the appropriation by the people at a school meeting, May 8, 1912, of $32,000.00 to build an addition to the building, renovate the old where necessary and to install an efficient heating and ventilating system.

The completed building is well lighted and contains in the basement a gymnasium seventy feet long, fifty feet wide and twelve feet high, three rooms well lighted and suitable for vocational work, a dressing room off the gymnasium, a boiler room and coal rooms. On the three floors there are twenty class rooms, two study halls, cloak rooms, seven toilets, four offices and a teachers' rest room. The old double desks in the grades have been discarded and now the class rooms and the study halls are

The Teachers' Rest Room

well equipped with modern school furniture, arranged perfectly from the standpoint of light. Each of the grade rooms and the study halls have desks that may be adjusted to the child.

The building is heated directly by steam generated in two Ames 80 horse power boilers located in the northeast corner of the basement. The ventilation is afforded by an eight foot fan operated by a 15 horse power electric motor which draws the air from outdoors over steam heated coils in which the steam is regulated automatically, and forces it into all parts of the building at such a rate that the air is changed every seven minutes throughthe building.

The building is well cared for by efficient janitors. It is swept completely every day. The floors are oiled and the use of a sweeping compound removes to a minimum the possibility of dust.

The toilets are so arranged that one set is used by the children of the first six grades and the other by those above the sixth grade. This is considered very wise, for the adolescents are segregated as closely as possible from the pre-adolescents. The kindergarten has a toilet of its own.

IV. THE KINDERGARTEN.

For a number of years the first grade has had a registration of over fifty. Many of these little ones were not mature enough to do in one year the work of the grade and were, consequently, compelled to spend a second year going over the same work. To remedy this the Board of Education established in the autumn of 1912 a kindergarten to care for those who were not ready for first grade work. This has appreciably reduced the registration of the first grade as the table shows.

Date.	Kindergarten	First Grade
1910-1911	..	61
1911-1912	..	60
1912-1913	49	41
1913-1914	47	40

None are admitted to the first grade under six years of age unless they are mentally mature enough to do the work. All others under six and over four and a half years are enrolled in the kindergarten. At the close of the year 1913-1914 there were 35 in the kindergarten of whom 28 were passed into the first grade. The other seven remained in the kindergarten another year owing to their immaturity.

Only a slight attempt is made in this department to do any first grade work. The service of this department may be seen from a study of the promotions from the first grade to the second.

	No. in grade at the close of the year	Promoted	Failed	Per cent. Promotion
1910-1911	49	32	17	65.3%
1911-1912	47	38	9	80.8%
1912-1913	37	34	3	91.9%
1913-1914	36	28	8	77.7%

In 1910-1911 an epidemic of measles and in 1913-1914 one of scarlet fever ruined the attendance thereby causing a low per cent of promotions. In addition to this factor for 1913-1914 the grade, as a whole, was below the average in ability. It is fair to assume that without the kindergarten training this per cent would have been at least as small as that of 1910-1911. It will also be noted that the year the kindergarten was established, 1912-1913, the percentage of promotions was very high. This may be interpreted as due to the fact that the immature had been segregated in the kindergarten and that many of the students had had the advantages of a private kindergarten which was conducted in the village the year before.

Miss Ellen L. Bacon, who has had charge of the first grade for the past five years, gives the following testimony as to its value.

a. The children have a training in the use of their hands which aids very much in the work in drawing and writing and in the handling of their books and materials.

b. The children are better able to do their work in the first grade

The Kindergarten

because they are already used to a teacher, to a school room and its discipline, and to the other children in school. This enables the teacher to make more rapid progress than she could otherwise.

c. There is a tendency to do away in part with the tremendous acceleration of students in the grades. (This phase of the problem will be dealt with later. See page 12.)

V. THE GRADES.

1. *Equipment.*

The first six grades are located with the kindergarten on the first floor of the building. The rooms are large, and well lighted, heated and ventilated. They are furnished with modern furniture. The first and the second grades have the Moulthrop desk chairs which are excellent for the work done in these grades. They enable the teacher to have the center of the room clear when needed for dramatization, and to have the children face any blackboard about the room. The chairs are of three sizes in each grade thereby caring for the various sized children. Above these grades there are the single desks, twenty per cent of which are adjustable. Each grade has a small library which the children use. These are supplemented with books from the Public Library to some extent. It is felt, however, that the library equipment is not adequate and that the distance of the Public Library from the school is such that its service to the grades is seriously impaired. Each grade is supplied with sets of supplementary readers. This equipment has been increased in the first four grades from two to four sets per grade in the past three years. There is need for at least one or two sets more, particularly in the lower grades, before the equipment may be considered sufficient. The supply of maps and globes is ample for good work. The students buy their own textbooks save those used in music.

2. *Attendance.*

The attendance in the grades is about the same as it was

a dozen years ago. The enrollment, as it stood November 10, 1914, is shown by the table.

Table No. 1.

First grade	43
Second grade	30
Third grade	33
Fourth grade	32
Fifth grade	37
Sixth grade	23

This attendance is small, due to the fact that the parochial schools care for nearly the same number of children as the union school. (225 in parochial schools, 316 in the first eight years in the union school.)

3. *Organization.*

Each grade is organized as one class, in other words, there is no subdivision of a grade. In the first grade the brighter students are dismissed as soon as they have completed the work for the morning, and the older ones are detained until they have mastered as much as they are able. This method does not detain any child later than 11:15. In this manner individual work with those who need it is realized. The other five grades have regular recitation and regular study periods. During the latter the teacher is engaged in aiding those who need her services. This is an attempt to apply the Batavia system as far as it is possible for us to do, and was wisely worked out by a former principal, Edward J. Bonner. The children are promoted once a year. This promotion depends upon the work accomplished by the child and his capacity to do the work. In the fourth, fifth and sixth grades, monthly examinations are given, and the results of these count equally with the daily work done by the student.

The First Grade

*4. Promotions, Demotions, Failures, Eliminations.**

The number of promotions, demotions, failures and eliminations are shown by

Table No. 2.

	First	Second	Third	Fourth	Fifth	Sixth
Promotions	28	27	26	31	22	30
Demotions	0	1	0	0	0	0
Failures	8	0	4	4	3	2
Eliminations	0	4	6	1	7	5

Reasons assigned for failures.

Sickness 2, Deficiency 2, Slow minds 7, Lack of application 1, Change of school 1.

Reasons assigned for elimination.

Illness 1, Moved from village 21, Death 1, Entered parochial school 2, Work certificates 3.

Reasons for demotions.

Slow mind 1.

The greatest problem that confronts our school is the slow pupil. There are hardly enough to warrant the formation of a special class with a special teacher, hence there is an elimination due to the fact that the teachers cannot give these pupils all the attention they need. They go out into the world not fitted adequately to meet its common problems. Just how to solve this problem is unsettled. There is also need of a teacher trained to give the Binet and other tests for defectives. There are certain pupils who are either slow or defective. As one teacher puts it, she wishes she were sure whether certain children are defective or not, for she would like to know whether her efforts are really worth while on their behalf, or whether she is working against fate. It would be worth much to the district to have a teacher of broad experience learn to give these tests and apply

* To advance from a lower grade to a higher is a promotion; to be put back a grade or more is a demotion; to drop out of school is an elimination; and to fail to be promoted after a years work is a failure.

TABLE 3. Distribution of Children in Grades by Ages.

September 1913

Age.	Boys 1st	2d.	3rd.	4th	5th	6th	T.	Girls 1st	2d.	3rd.	4th.	5th.	6th.	T.
5 Yrs.	3						3	5						5
6 Yrs.	16	3					19	5						5
7 Yrs.	3	8					11	3	11	4				18
8 Yrs.		4	10	2			16	3	1	7	4			15
9 Yrs.		2	6	5	4		17			2	5	2		9
10 Yrs			2	7	5	3	17				5	3	5	13
11 Yrs			2	5	5	2	14			1		4	5	10
12 Yrs.				1		2	3					1	6	7
13 Yrs.						3	3					2	2	4
14 Yrs.						1	1					3	3	6
15 Yrs.													1	1
Total.	22	17	20	20	14	11	104	16	12	14	14	15	22	93

September 1914

5 yrs.	1						1	2						2
6 yrs.	13	1					14	9	4					13
7 yrs.	5	11					16	7	6	1				14
8 yrs.	1	4	9				14	2	2	11	3	1		19
9 yrs.			2	9	1		12	1	1	2	5	3		12
10 yrs.			2	6	5	4	17			2		5	1	8
11 yrs.			2	4	7	3	16				1	4	3	8
12 yrs.		1		2	5	6	14				1	1	2	4
13 yrs.					1		1						1	1
14 yrs.						1	1					1		1
15 yrs												1	2	3
Total	20	17	15	21	19	14	106	21	13	16	10	16	9	85

NOTE: Directions for reading graphs are found on page 109.

them to those children who cannot do their work as it should be done. Perhaps this would give results that would surprise all concerned.

5. *Acceleration and Retardation.*

The retardation and acceleration* in the first six grades are shown by the table opposite.

From this the following per cents are obtained.

Table No. 4.

Boys.	1913-1914 September	1914-1915 September
Accelerated, two years	14.4%	6.6%
Accelerated, one year	44.2%	47.1%
Normal	25.9%	28.3%
Retarded, one year	11.5%	11.3%
Retarded, two years	3.8%	5.6%
Retarded, four years	.....	.9%
Girls.		
Accelerated, three years	.....	1.2%
Accelerated, two years	21.5%	16.4%
Accelerated, one year	38.7%	45.8%
Normal	22.5%	20 %
Retarded, one year	6.4%	9.4%
Retarded, two years	6.4%	2.3%
Retarded, three years	4.3%	3.5%
Retarded, four years	.....	1.2%

Boys.	1913-1914 Summary	1914-1915
Acceleration	58.6%	53.8%
Normal	25.9%	28.3%
Retardation	15.3%	17.9%
Girls.		
Acceleration	60.2%	63.5%
Normal	22.5%	20 %
Retardation	17.2%	16.4%

*It is assumed by certain authorities that the normal age for a child in the first grade is seven years, and each grade following in order a year later than the preceding. All children older than the normal age are said to be retarded, and all younger are said to be accelerated.

Observation.

One third of the retardation is caused by students coming from other schools, particularly from rural schools.

The retardation of the boys and the girls is about the same.

The acceleration of the girls is greater than that of the boys and bears out the fact that the girls in the grades are brighter and make greater advance than the boys.

The acceleration greater than one year has been cut down by the establishment of the kindergarten.

6. The Course of Study.

The course of study used in the grades is based on that formulated by the Education Department at Albany. This was modified and adjusted by the faculty in 1912 to the needs of the school, which has resulted in closer co-ordination of the grades. The examinations made out for the grades by the State Department are not used in this school because the faculty feels it an injustice to the students to be submitted to an examination made out by people hundreds of miles away and not acquainted with them. It is bad enough for those in the high school to be submitted to such tests, and it is hoped that the Education Department will see the error of its ways in permitting any such examinations to be printed for use in the grades.

The students below the fifth grade are not supposed to do any home work. Beginning with the fifth grade, a definite schedule of home work is arranged, thirty minutes for the fifth grade and forty-five for the sixth. The home work for these grades consists of the preparation of the geography lesson.

The Junior Study Hall

VI. THE JUNIOR HIGH SCHOOL.

1. *The Plan.*

Up to the autumn of 1912 the seventh and the eighth grades were seated in separate rooms and were organized on the same plan as the preceding six grades. This organization was not all that was desired so these grades were thrown together in a large study hall formed from the two grade rooms and became known as the junior high school. The work is now conducted on the departmental plan in charge of the two teachers who had had charge of the separate grades. The recitations are heard in the rooms used by the high school students. The reasons for this change are five.

1. Much trouble had been experienced in the transition between the high school and the grades, partly because of the change of organization. The departmental plan for the seventh and eighth grades aids materially in bridging this gap. Our experience with the department testifies in its favor.

2. Many of the retarded students in the seventh grade had felt an embarrassment because of their age and size. When seated in a study hall with the eighth grade this embarrassment is relieved to a degree by their associations, for a part of the time, at least, with those who are nearer their age. This has reduced the elimination from this grade to a considerable extent.

3. Students may be promoted by subjects instead of by grades thereby saving them much time. A boy good in arithmetic but poor in his other subjects, may advance in that subject while he reviews the others. This was impossible under the old organization. In other words, a child may advance as rapidly in every subject as his ability and effort will permit.

4. It will enable the instruction in these vital years to be given by teachers specially fitted for the subjects they teach.

5. The way may be paved to make the seventh and the eighth years a time for vocational guidance. [Vocational guidance may be defined as an attempt to provide means for enabling

students to learn for what occupation or profession they are best fitted.]

The two years' trial of this departure has shown these reasons for the change, with the exception of the last, good ones, and that the move was a wise one. Another year the names, seventh and eighth grades are to be stricken from the subjects taught in this department, thereby completing the abolition of these grades. As yet we have been unable to test the fifth reason because of the lack of facilities. When the agricultural and the home-making departments are added, it will be possible to give some of this work as well as some commercial work in these grades. In the past year about ten weeks' work in algebra has been given. This year about the same amount of Latin will be taught. In this way the child can get a taste of the various lines of work the school is fitted to teach, and by this work the abilities and interests of the child may be discovered. This, of course, is of tremendous importance. When the child's talents are disclosed, the greatest problem of the student is solved.

There are, however, some disadvantages that must not be overlooked. The departmental plan makes it necessary that the periods of the junior and the senior high school be the same length, in order that the passing of classes in the two schools may take place at the same time. This makes it somewhat difficult to arrange a schedule without slighting some subjects. The difficulty is being met, however, by making a forty-five-minute recitation period, partly for study under the guidance of the teacher in the recitation room, and partly for recitation. This plan is carried out in all the seventh year classes. The minor subjects are so grouped as to fit into the periods. Another disadvantage is that some subjects have to be taught in the study hall when the students are seated there. This disadvantage will be remedied another year. It is commonly felt that students in the seventh and eighth years should have one teacher constantly in charge of them for a year. But this has not caused trouble, for the two teachers who teach all the major subjects of these years come

into close contact with the students for this period. The advantages more than outweigh the disadvantages.

2. *The Equipment.*

The material equipment for this department consists of a well lighted study hall, seating eighty-five pupils, and the high school recitation rooms for the recitation work. The furniture is in good condition. In the study hall is a row of adjustable desks for the convenience of the undersized and the oversized students. The room is well supplied with appropriate pictures but lacks in library equipment. Again the disadvantage of the remote location of the combined school and public library is felt.

3. *The Attendance.*

The attendance in this department has increased as is shown by the table.

1912-1913—Boys	37	Girls	42	Total	79
1913-1914—Boys	39	Girls	41	Total	80
†1914-1915—Boys	44	Girls	49	Total	93

This attendance consists of pupils above the sixth grade and those who have not yet obtained their entrance in full to the senior high school.* This year the enrollment in this department has become so large that it has been necessary to seat in the senior study hall all students who lack not more than two subjects for their high school entrance. The increased enrollment is due to two causes. There is less elimination of students from the seventh and eighth years, and a larger number of rural students are entering to prepare for high school.

†(Note: These figures are for the sixth month of school, and will be larger at the close of the year. The others are for the whole year).

*The entrance to the senior high school consists of the successful completion of the work in arithmetic, geography, spelling, elementary English, elementary U. S. History, reading and writing.

4. *The Course of Study.*

The course of study for this department is based on the syllabus outlined by the State Department but modified by the faculty to meet the needs of our students. Geography has been taught the first half of the seventh year, but in order to make room for subjects aiding in vocational guidance, this subject must be completed in the sixth grade in the future. In addition to the ten weeks of algebra and ten weeks of Latin now taught in the last half of the eighth year, the work in drawing should include some mechanical drawing, and the work in arithmetic some elementary bookkeeping. It is hoped that within a short time the work in home making and agriculture may be added when the course will be broad enough to make possible vocational guidance.

The students of this department are supposed to spend one hour at home in the preparation of their work. This time is spent on history and spelling—subjects in which the parents' aid will be of true service to the student.

The students have a spirit of work and loyalty to the school, due to the fine work of the teachers. There is an air of earnestness in this department. This must not be construed, however, to mean that every student is model, for such is not the case. Many have the idea that they can get something for nothing, i. e., they can make headway without work. They usually see the error of their ways before they have been in the study hall for any length of time.

TABLE 6. Distribution of Children in the Junior High School by Ages. Sept 1914.

	Boys.			Girls.		
Age	1st.	2nd.	T.	1st.	2nd.	T.
11 yrs.	2	1	3	5		5
12 yrs.	6	2	8	6	3	9
13 yrs.	4	5	9	6	2	8
14 yrs.	4	3	7	2	6	8
15 yrs.	2	7	9	1	5	6
16 yrs	1	2	3	1		1
17 yrs.	1	1	2			
Total	20	21	41	21	16	37

NOTE: Directions for reading graphs are found on page 109.

5. *Acceleration, Retardation and Elimination.*

An examination of the table opposite shows the acceleration and the retardation in the junior high school to be as follows:

Table No. 7.

Boys—September, 1914.

Accelerated, three years	2.4%
Accelerated, two years	9.7%
Accelerated, one year	26.8%
Normal	17.1%
Retarded, one year	26.8%
Retarded, two years	9.7%
Retarded, three years	4.8%
Retarded, four years	2.4%

Girls.

Accelerated, two years	21.6%
Accelerated, one year	21.6%
Normal	32.4%
Retarded, one year	18.9%
Retarded, two years	2.7%
Retarded, three years	2.7%

SUMMARY.

Boys accelerated	38.9%
Normal	17.1%
Boys retarded	43.7%
Girls accelerated	43.2%
Normal	32.4%
Girls retarded	24.3%

A marked retardation on the part of the boys is here shown. This is caused largely by the call of the farm and the nurseries. The boys get working certificates that they may work in the fall and in the spring. When the work is over, they come to school

The Senior Study Hall

when it is open and, of course, the absence retards them in their school development. These boys usually remain in school until they have nearly or entirely completed the junior high school work, but rarely enter high school. If they do, they remain only a year or so.

The retardation of the girls is greater than in the grades, but this is natural, for, as the slow pupils advance in the grades, their retardation increases.

The heavy acceleration in this department points to a problem that confronts the senior high school. Nearly all of the accelerated students continue their school work beyond the junior high school. Their minds are rather immature to do much of the work required of them with the result that they become retarded and, very often, are over-burdened in their senior year or else require five years to complete the course.

The elimination in the junior high school for 1913-1914 numbered five, which is not so heavy as might be expected, nor so heavy as is usually found throughout the country. This testifies eloquently to the value of the establishment of the junior high school on the departmental plan.

VII. THE SENIOR HIGH SCHOOL.

The high school department, now known as the senior high school, was established in 1883 when the Union Free School District was formed, and it was housed with the grades in the old Seminary Building. It has always been true to the ideals of classical training and has stood for the best in that kind of work. The course of study was not broadened until 1913-1914 when a commercial department was established. The reasons for this delay are three: (1)—It was not popular in this state among schools the size of the Dansville school to broaden much beyond the traditional high school course. (2)—The School District was shackeled financially by the bonded indebtedness imposed by hav-

ing to pay for the original building twice. (3)—The school building was not large enough to permit expansion. The recent spread of commercial and vocational education throughout the state, the payment of the last bond for the old school building in 1912, and the erection of the addition to the old building, paved the way for a new era in the educational history of the village.

1. *The Course of Study.*

The traditional high school course, as now in force in our school, aims to prepare for the normal school, the college, and the technical school, and to give a broad preparation for those not able to attend institutions of higher learning. It is as follows:

FIRST YEAR.	
*†§English I	4
*†§Elem. algebra	5
§Biology	5
*†§Latin I	5
§Elem. design	2
§Vocal music	
SECOND YEAR.	
*†§English II	3
*†§Plane Geom.	5
*†§Ancient hist.	5
*†§Latin II	5
*† German I	5
§Elem. representation	2
§Vocal music	
THIRD YEAR.	
*†§English III	3
Chemistry	5
§English history	3-5
* Latin III	5
*† German II	5
†§Adv. representation	2
§Vocal music	
FOURTH YEAR.	
*†§English IV	3
†§Physics	5
†§American history	5
* Latin IV	5
German III	5
*†‡Inter. algebra	2
‡Solid geom.	2
‡Trigonometry	2
‡Adv. algebra	3
†§Mech. drawing	3
§Vocal music	

The figures to the right of the subjects represent the number of counts allowed each subject. A count represents a recitation of 40 minutes each week through the school year.

The average student is expected to carry work each year aggregating 18 counts.

Vocal music, one period per week.

‡When trigonometry and advanced algebra are to be elected intermediate algebra and solid geometry should be taken in the third year.

*Required for entrance to a college liberal arts course.

†Required for entrance to a college scientific course.

The same are required for entrance to a technical school, with the addition of solid geometry, trigonometry and advanced algebra.

§Required for entrance to state normal schools. In place of the two years of Latin, two years of German may be substituted.

Whether this course is as it ought to be, is a serious question. The whole problem resolves itself into the one question, "Is there such a thing as a general or a formal discipline?" Arrayed on both sides of this question are the mightiest minds of the profession, a part contending vehemently that formal discipline is a reality that must not be sacrificed. The opponents of the doctrine, who are pronounced students of experimental psychology and child study, seem to be the stronger at the present time, with the result that Greek has been forced from the curriculum and Latin and pure mathematics do not hold so strong a position as they once did. However, the question has not been settled decisively enough as yet for the educational authorities, either of the state or the smaller units, to prune much further. It is sincerely hoped that more light may be shed on this problem as the years go by so that there may not be so much wandering in the dark as to whether the traditional subjects do give a training to the mind, making it stronger, or whether they serve simply as a seive to select from the students those whose minds are naturally brighter than the average. The course is justified in our school, however, because it is required for entrance by institutions of higher learning.

The fact remains, however, that the traditional course did not serve so many of the young people as the school ought to serve. Hence the commercial work was added.

Course of Study for Commercial Work.

First Year.		Third Year.	
English I	4	English III	3
Elementary bookkeeping	3	English history	5
Elementary algebra	5	Shorthand, or a foreign lang.	5
Business writing	2	Physics or chemistry	5
Biology	5	Fourth Year.	
Second Year.		Com. Eng. and correspond.	3
English II	3	American history with civics	5
Geometry	5	Commercial law	2½
Commercial geography	2½	Economics	2
Commercial arithmetic	2½	Shorthand II or a for. lang.	5
Advanced bookkeeping	5	Typewriting	3

A study of this course will show that seven-twelfths of the work consists of liberal training, i. e., work in English, history, mathematics and science. The remaining five-twelfths is purely commercial. Since the business world demands efficiency on the part of its servants, and the average student desires to earn sooner than he is able, it has been very wisely ordered that no student can study shorthand or typewriting until he has completed two years of high school work or its equivalent, or else is eighteen years of age. The school aims to prevent a pure commercial training without some fundamental training for life.

That this course has been very popular among the students is shown by the enrollment as it stood January 5, 1915.

Elementary bookkeeping	27	Commercial Law	4
Advanced bookkeeping	14	Shorthand I	6
Commercial arithmetic	14	Shorthand II	4
Commercial geography	24	Typewriting	6
Commercial English	4		

It will be noticed that the more advanced subjects have a small enrollment, due to the fact that this is the first year they have been taught. As the students now taking the elementary work advance, there will be large classes in the advanced work another year.

The Stereopticon Room

Showing a Final Geography Class making use of the Stereopticon Lantern in its Recitation

The next step that should be taken by the school is the establishment of courses in agriculture and home making. Already the people of the district have voted at their annual school meeting to empower the Board of Education to establish such courses when they feel there is a demand for such.

2. *Equipment.*

The senior high school department consists of a study hall seating 140 students; six recitation rooms; chemical, physical and biological laboratories; a bookkeeping room; a typewriting and shorthand room; and a music and drawing room. The laboratories are well equipped with apparatus and reference books. The furniture is all good, and every wall is well decorated with appropriate pictures. One room is equipped with an excellent stereopticon lantern with a microscopic attachment. This is used consistently by most of the departments, the slides being loaned the school by the State Department. The library of the school is inadequate to its needs. There are dictionaries in English and the foreign languages taught in the school, encyclopedias, and a few reference books. Theoretically, the combined school and public library, housed over on Main Street, should supplement the school library and it does, in a limited sense; but to be of any great service to the school, this library is located at too great a distance from the school building.

3. *Election of Studies.*

Every student in the senior high school has at least one conference with the principal during the year, concerning his course of study. In the month of May each student selects, in consultation with the principal, his next year's program of studies. This is done for three reasons.

1. It has a wholesome effect on the student in the spring time when interest begins to lag. He catches a vision of what it

will mean to him to be successful in his work for the year about to close, and thereby he is spurred on.

2. It suggests to him that he is to return to school the following year. During his summer vacation he thinks of the new program and another year of progress.

3. The consultation with the principal suggests to him that he should keep his eye on the completion of the course of study and should look to the work he intends to follow after leaving school.

The next autumn, when the student returns to school, this program is revised as the need may be. This method has kept many students in school who would otherwise have dropped out.

4. Home Study.

Each student is supposed to do from one to two hours of home work each school night as his program may demand. If the student fails to do passing work, he may be assigned to a fifty-minute study-period after school, four afternoons each week, when the student concentrates on the work in which he is deficient. This study period is not considered a penal institution. It is a time set apart for the student to study under supervision, a time when he may be aided in his work. This period has more than justified itself, for the scholarship of the school has improved since its inauguration. It is admitted that the time is not the best for this study-period, but no other time is available. It would be better for the student to be out on the playground in the fresh air. But it has been observed that most of those who are habitually in the study-period, are those who take too much air in the evenings when they should be home studying.

5. The Esprit de Corps of the Student Body.

The young men and women of the senior high school are a quiet, studious body. They have plenty of life which manifests

itself occasionally as young people are wont to show it, but as a whole the students are well behaved, interested in their work, and of a good moral tone. As a body, they are in school for business.

6. *Means of Interesting Students in their School Work.*

Herbart has taught us that interest is the basis of successful school work. To interest the students in our school every effort is made. Every student who begins a new study is told why the subject is taught and what he may expect to get from the pursuit of the study. An effort is made to make the student feel he is not walking in the dark. Mention has been made of the personal conferences with the principal concerning the student's future and concerning the present work. To supplement this, each year a hand book is published giving information in detail about the work of the school. Copies of this are mailed to the students about two weeks before school opens. At various times during the year, speakers are invited to come to the high school to speak to the students concerning educational work, the vocations and the professions. Business men are asked to tell the students of the value of an education in the business world. At times the principal gives talks during the opening exercises about the school and education in general. The teachers in their classrooms strive to encourage the pupil in his work, to guide him to the goal toward which he is striving, and to show him how the work will aid him in life. In other words, an attempt is made to make the work as practical as possible. These efforts have had not a little effect in keeping the student in school, and they account considerably for the rise from the slump of attendance which is shown by the graph of attendance (page 40).

7. *The Attitude of the School Towards the Regents.*

New York State has imposed on its schools a system of examinations, commonly known as the Regents, as a test of their effi-

ciency. In the absence of a better test, they may be tolerated. But they tend to kill live teaching. Teachers are too often measured by their ability to get students through the examinations. Students come to look upon the examinations as the end of education, and since their progress is measured in terms of Regents credits, the approaching examinations tend to have a very bad effect upon those who are nervous. So much depends upon the three hours spent in writing an examination, especially in the second year of the languages—credit for two years' work—that the nervous adolescent boy or girl is taxed more than should be, and often failure comes to those most worthy to receive credit for work well done. Our school is trying to overcome this evil as far as the system of examinations will permit. The students are constantly told that the end of education is not to pass an examination, but *to get knowledge* and *training*. If these are obtained, the examinations will be passed as a natural course of events. Therefore, they should work *throughout the year* to gain a mastery of the subject. The Regents examination is never mentioned. No use is made by the students or the teachers of Regents question papers in the class room save the week before the examinations. During the year a record is kept of the class work done by the students, and quarterly examinations are held. If the average is 70%, the student is then told he is ready to be measured by the State through the Regents examination. Of course, this rule is flexible, that no injustice may be done a worthy student. The result of this is that nervousness is reduced, cramming is decidedly discouraged, and the Regents are kept in the background. The same spirit is manifested throughout the faculty. They follow closely the State Syllabus which they try to cover thoroughly, but the Regents examination question paper is not held before the pupil as a "bogie-man who will get you if you don't watch out." This attitude has had a very wholesome effect upon the students since it was inaugurated in 1911-1912. We hope that the State will soon cease to lay so much emphasis upon a dry-as-dust examination, prepared by those who know but little of the living work of the class room,

but rather much emphasis upon the living work of the class room, day by day, and rigidly inspected at least two or three times each year by men of rich pedagogical experience. We have inspection now, but it isn't rigid enough because there are too few inspectors. When it is possible for the schools to be inspected at least twice annually, then the State can say to a school, "Your work is such that it is approved, and your students may have credit for the work they have done." If the State does not think this entirely practical, it would be at least a great improvement if some credit might be granted for the daily work of the student. Perhaps it would be well to base the amount of public money a district should receive upon the results of the inspection, revealing the character of the work done and the spirit of the school. In a way the State is doing this very thing in its vocational work in which there are no Regents examinations.

8. Requirements for Graduation.

In the past, the requirement for graduation from the high school was to earn a Regents Academic Diploma. The students would write their examinations the week before commencement, their papers were corrected immediately and then forwarded to Albany for a final review by the officials there. The results of this review were telegraphed back to the school, and those students who had gone successfully through all this procedure were graduated. Those who had failed might be permitted to sit on the stage and receive an unsigned diploma which was signed as soon as the Regents were passed. It is a blessing that such requirements have been relegated to the museum. Just why two diplomas are necessary to certify to the fact that one has been earned, has always been unexplainable. The new requirements for graduation are summed up as follows:

First. The student must have to his credit 52 academic counts and must have taken part in rhetoricals at least twice during his junior year to be admitted as a member of the senior class.

Second. The student must be registered for work which will complete the requirements for an academic diploma, or a college entrance diploma.

Third. The student must maintain during his senior year a class standing of at least 70% in each subject, and must take part in senior rhetoricals at least twice.

With the fulfillment of these three requirements the student will take part in the public commencement exercises and will receive a signed school diploma.

By this method, the school diploma represents successful completion of the work of the student done in his senior year. It means that in this year he has made good in his daily work. The Regents Diploma represents his success in Regents examinations. Thus the two diplomas stand for things different at least in part. This plan of graduation has put the Regents examinations in the background, for the student is graduated whether or not be passes the examinations in his senior year. However, if a student fails to maintain during his senior year the required school ratings, he may be graduated on the old basis if he so desires. This, we hope, will be abolished in the near future. It is interesting to note in this connection, that under this system of graduation, there has been a larger percentage of Regents Diplomas earned by the graduates than there was by those who have been graduated under the old system in recent years. This goes far to prove that when the emphasis is laid on *the daily work* rather than on the examinations, the best work is secured.

In order to raise the value of the school ratings in the minds of the students, application has been made to many of our colleges for the privilege of entering students on certificate rather than on Regents standings. After investigation and inspection on the part of some of the colleges, this privilege was given us by Smith, Mount Holyoke, Michigan, Michigan College of Agriculture, The University of Rochester, Elmira, Syracuse and William Smith. At the present time application is being made at Wells for the privilege. All students who have entered these colleges of late years have done so on the recommendation of the school

rather than on Regents credentials, and all have succeeded in their work.

9. *Efficiency of the School as Measured by the Regents Examinations.*

Since the State Department measures the efficiency of the school by its system of examinations, it is only fair that the results of such measurement of our school be given. In the year ending 1912, there were 331 examinations written, of which 292 were claimed. Of these the State Department accepted 274. In other words, 82.5% of all the papers written were accepted by the State Department and 93.8% of the papers claimed by the faculty were accepted by the Department. In the year ending 1913, there were 410 papers written, 343 were claimed by us, and 323 were accepted by the Department. Putting these in per cents, 78.3% of the papers written were accepted by the State, and 94.1% of the papers claimed by us were accepted. In both years our high school has led the county in this respect. It is also interesting to compare these results with those of some of the largest and best high schools in the State.

Table No. 8.

The Year 1912.

Name of School	Written	Claimed	Accepted	Per cent of those writ'n accepted.	Per cent of those claim'd accepted.
Buffalo Central	6287	5205	4506	71.7	86.6
DANSVILE	331	292	274	82.5	93.8
Erasmus Hall, N. Y. C.	8052	6285	6041	75.	96.1
Ithaca	2007	1600	1461	72.8	91.3
Masten Park, Buffalo.	8118	6691	6031	74.3	90.1
LaFayette, Buffalo ...	8380	6909	6244	74.5	90.4
Syracuse	4269	3442	3262	76.4	94.7
Wash. Irving, N. Y. C.	3995	3261	3100	77.6	95.1
Yonkers	3189	2913	2774	87.	95.2

For The Year 1913.

Name of School	Written	Claimed	Accepted	Per cent of those writ'n accepted.	Per cent of those claim'd accepted.
Buffalo Central	6134	5122	4667	76.1	91.1
DANSVILLE	410	343	323	78.8	94.1
Erasmus Hall	7921	6830	6669	84.1	97.6
Ithaca	1984	1632	1492	75.2	91.4
LaFayette	8271	6388	5777	69.8	90.4
Masten Park	7548	6264	5737	76.	91.5
Syracuse	4029	3025	2876	71.4	95.1
Wash. Irving	4913	3954	3788	77.1	95.8
Yonkers	3523	3214	3080	87.4	95.8

These schools have been chosen at random from the report of the Regents Examinations Division at Albany. The comparison, if the Regents examinations are an indication of efficiency, shows the Dansville High School to be doing her work well.

10. Acceleration, Retardation and Elimination.

By carefully studying the high school registers for the last twenty years, it has been learned as accurately as possible, that there has been an average of 37 students entering the senior high school each year. The average number to be graduated during this time has been 11.4 per year, thereby making an elimination of 25.6 students per year. In other words, 69.2% of the students who have entered high school have been eliminated sometime during the course. This is a serious problem, indeed.

The acceleration and the retardation of those entering is quite accurately shown by the acceleration and retardation of the students in the junior high school. Before the change in the requirements for the Regents Academic Diploma, which took place during the period of three years beginning 1906, but a small number of students required more than four years to complete the high school course, in fact, not a few were able to finish the high school course in three years. But since then, about forty

per cent of the students require five years to complete the work. This shows the retardation of pupils who graduate after they have entered high school. The retardation among those who do not graduate, is in many cases appalling. A study of the causes of this retardation is made in a small way in the discussion of the questionaire sent those who had dropped out of school.

11. Diversions and Amusements.

It was mentioned in the introduction that Dansville is a village fond of amusements and has earned for itself the reputation of being one of the best "show towns" in New York. Naturally, the students are fond of this form of entertainment, and too many are prone to forget their school obligations when a show comes to town. The moving pictures are very popular with the students. It is not the purpose of this study to pass upon the question whether the children ought to attend the shows and "movies," but it is one of its purposes to emphasize the necessity that children learn to put the school work first, and after that, the recreation the parent thinks best and most proper. Sad is the day for the young man or the young woman when he or she acquires the habit of fun first, and work afterwards. The importance of finishing one's work first before one begins one's pleasure, cannot be emphasized to strenuously. This is the lesson that the school wishes to emphasize, and it needs the hearty co-operation of the parents to bring results. The writer hopes that he may not be misunderstood in this matter. He is not unsympathetic with the students. The boys and girls have in this regard a harder time today than had those of twenty years ago. The development of the "movies," the greater number of traveling dramatic troupes, and the greater demands of the social life of the day, offer attractions difficult for live boys and girls to resist. Perhaps if things were in our day as they are today, we should have been even worse victims than many. No one likes to see students have good times more than the writer, but he feels keenly the necessity for them to learn the great lesson of life, *putting first things first.*

12. Student Activities.

The high school is distinctively a school for the adolescent. As such it must take account of the budding social instincts of the student, and develop these instincts in a wholesome way. In this, our school fails. Athletic sports are not what they should be, largely because they are not directed by a member of the faculty. Once there was a prosperous debating society for the boys, and a literary society for the girls. Both have died a natural death due to the fact that they were not carefully fostered by the faculty. In years gone by, a most excellent school publication was edited and published by the students. Last year this activity was revived for a time, but this year it has not been attempted. The trouble seems to be that the demands of the course of study is such, that the students have but little time left for activities, and what is left, seems to be taken by outside activities. For the athletics there is a distinct need of faculty coaching and supervision. The social side of the student's life is served, in a meager way, by perhaps, four dances held each year in the gymnasium under the supervision of the faculty. This year the high school students are given the privilege of mingling with one another in the halls before school calls. The problem of student activities, however, is far from being solved, and it needs immediate attention.

This autumn the senior class, aided by some other students, presented under the direction of Miss Barbara A. MacLeod, Goldsmith's, "She Stoops to Conquer," in the Heckman Opera House. The work was excellent, and those who took part were credited with their rhetorical work for the senior year. This, perhaps, suggests a way of handling the literary activities.

The Cast of "She Stoops to Conquer"

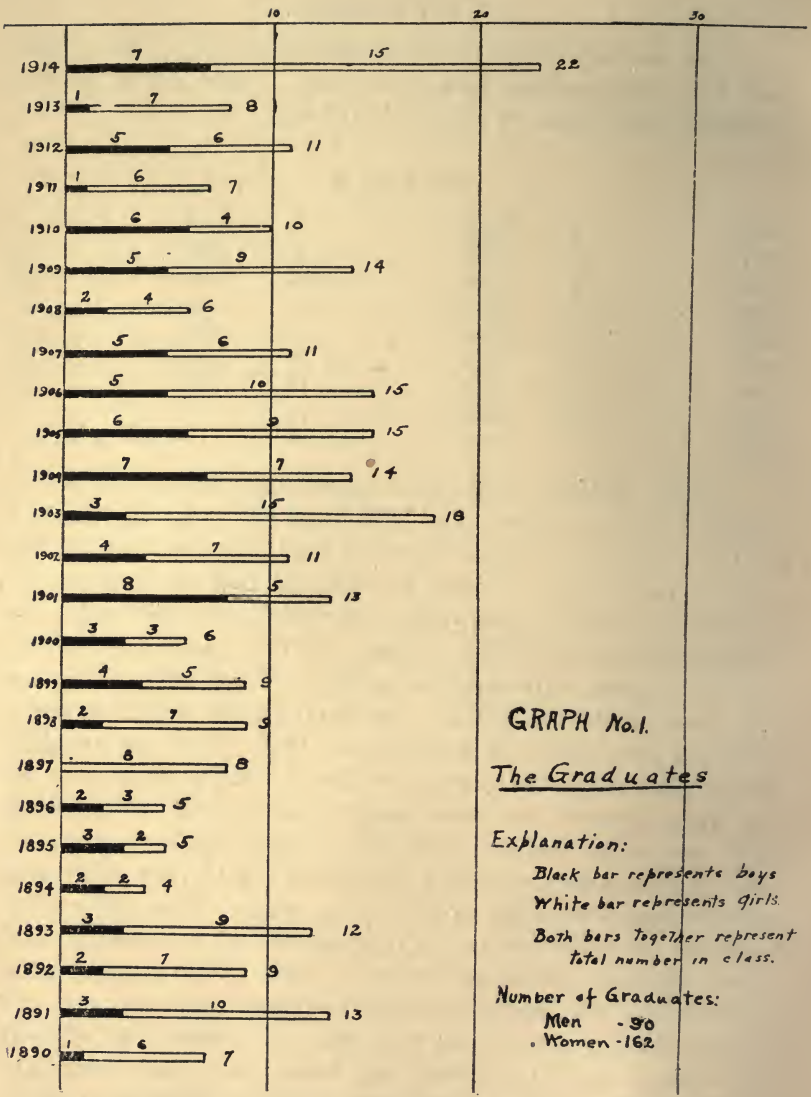
13. The Graduates.

The Dansville High School graduated its first class in 1890 and has graduated one each year since. There are in all 252 graduates distributed in classes as follows:

Table No. 9.

1890	7	1899	9	1908	6
1891	13	1900	6	1909	14
1892	9	1901	13	1910	10
1893	12	1902	11	1911	7
1894	4	1903	18	1912	11
1895	5	1904	14	1913	8
1896	5	1905	15	1914	22
1897	8	1906	15		
1898	9	1907	11		

Graph number I shows this distribution, and the number of men and women in each class. The black bars represent the men and the white, the women. The two bars together represent the number in the class. It will be observed that the women outnumber the men in every class save six, of which only two boasted of more men than women. In the remainder, the men and the women were equal in number. In one class there was not a man to be graduated. The study of the graph reveals a slump in the number of graduates in 1894. This was probably due to the fact that the first four classes to be graduated, culled out those students who were doing advanced work. From 1894 there is a steady increase until 1903, when a high water mark is set. A level is then reached a little below the 18 mark which was retained until 1906 when another slump begins. This falling off is probably due to the increase in requirements for the Regents Academic Diploma which was made in 1905. Before this time, a year's subject received four credits, and 48 credits were necessary to earn the diploma. After that time five credits were allowed for a year's work in a subject, and there was a gradual increase to 72 credits in the requirements for a diploma—a 20% increase. Although the passing mark was lowered from 75%



NOTE: Directions for reading graphs are found on page 109.

to 60%, it is generally conceded by our best universities that the 60% of today is nearly as exacting as the 75% of the past, because the examinations are severer and the rating of the papers is closer.

Beginning with 1914, there is a jump to the high water mark in the history of the school, twenty-two people being graduated. This is probably due to two reasons:

1. There was a large number of students left over from preceding classes who remained in school because of tremendous efforts on the part of the faculty to interest them.

2. The results of the methods described under the heading "Means of interesting students in their work." The class to be graduated June, 1915, gives promise of having from sixteen to twenty-four members.

Up to and including the class of 1912, there have been on the average, 11.4 graduates each year. This is altogether too small a number for Dansville.

14. What the Students Have Done Since Their Graduation.

From a questionaire sent the graduates up to and including the class of 1912, the higher institutions attended by them, the degrees they earned, and the occupations of 50% of these graduates have been learned.

Table No. 10.

Institutions Attended.

Albany Normal College	2	Brought forward	44
University of Buffalo	4	Oberlin	1
University of Chicago	1	Ohio Wesleyan College	1
Columbia University	4	Miami College	1
Barnard College	4	University of Rochester	2
Colgate University	2	Syracuse University	4
Cornell University	11	St. Bernard's Seminary	3
Cleveland Library School	1	Union University	1
Case School of Ap. Sc.	1	Yale University	1
Harvard University	1		
Illinois	1	Total attending institutions of collegiate rank	*58
Lehigh University	1		
University of Michigan	6	Geneseo State Normal	23
Missouri School of Mines	2	Oswego Normal	2
New York Library School	1	Buffalo Normal	1
Notre Dame	1	St. Andrew's Kind. School	1
Mount Holyoke College	1	Ithaca School of Expression	1
Total	44	Total attend'g Normal Schools	28

Table No. 11.

Classification of Institutions Attended by the Graduates.

Business Schools	9	Training Schools	3
Colleges or Prof'sional Schools.	*47	Academy	1
Normal Schools	28		
		Total	88

*Note: In Table No. 10, the number of institutions is larger than in the other because some went from one college to another, thereby increasing the number.

Table No. 12.

Degrees Earned by the Graduates.

Bachelor of Arts	9
(There are six now attending college who will earn their A. B. degree.)	
Bachelor of Philosophy	5
(One now in college will earn this degree.)	
Doctor of Medicine	5
Bachelor of Laws	4
Bachelor of Science	5
B. S. in Mining Engineering	2
Civil Engineering	1
Bachelor of Electrical Engineering	1

Table No. 13.

Occupations of the Graduates.

Architect	1	Machinist	1
Business	5	Merchant	4
Banking	1	Mining Engineering	2
Bookkeeping	3	Nurseryman	4
Clerk	4	Physician	5
Commercial Art	1	Private Secretary	2
Catholic Priest	2	Pharmacist	2
Compositor	1	Poultry Raising	2
Electrotyper	1	Review Editor	1
Engineer	2	Reporting and Editing	1
Farmer	1	Student	11
Homemaking	23	Stenographer	3
Insurance Agent	1	Social Work	1
Librarian	2	Teaching	23
Lawyer	4	Telephone Operator	1
Letter Carrier	1	Telephone Engineer	1
Musician	1		
Music Teacher	2		

These tables show that eighty-eight of the one hundred and sixteen replying to the questionaire, have continued their educa-

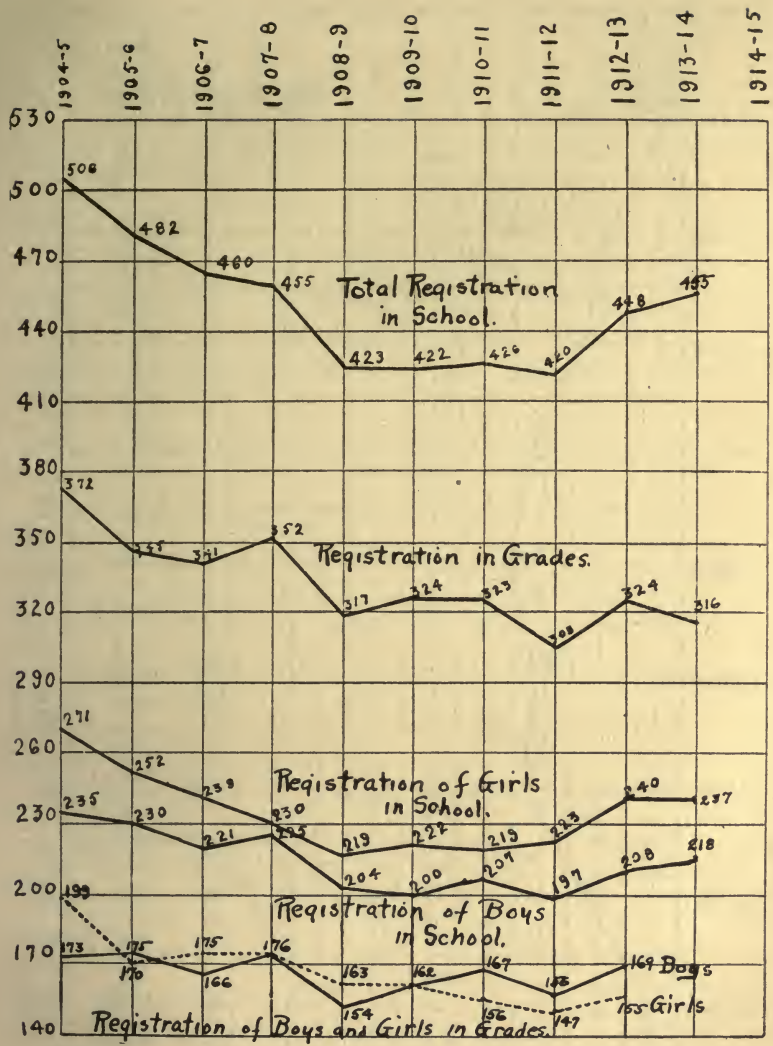
tion beyond high school; that no one college has had a monopoly of patronage of the Dansville High School graduates; that most of those who have attended normal schools have gone to Geneseo; and that the distribution of occupations of the graduates is wide. Judging from these occupations, there is a need for the college and normal preparatory courses and a course in home making.

15. Attendance.

The attendance upon instruction in the high school for the past ten years reaches a high mark of 137 in 1905-1906 and from that time there then is a gradual slump to 1909-1910.

16. A Study of the Slump in Attendance.

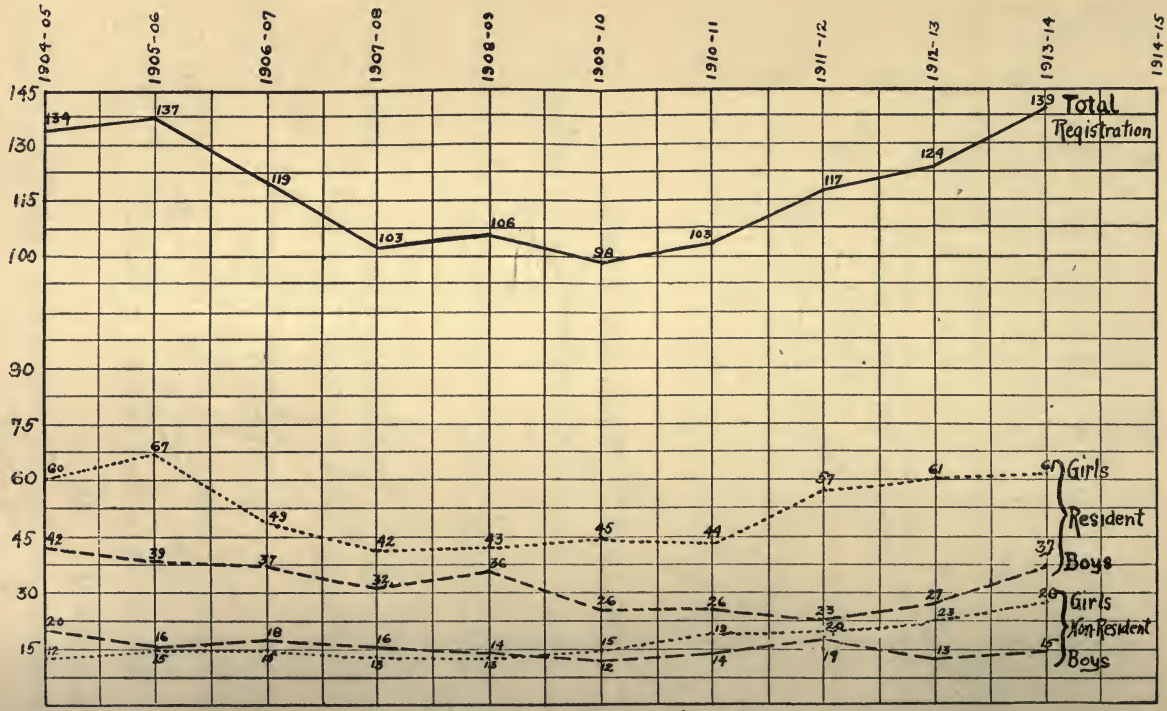
The graphs for the attendance in the entire school, in the grades, and in the academic department, show a general slump beginning in the year 1904-1905. Graph number 3 shows the distribution of attendance in the academic department between the residents and the non-residents. This reveals the fact that the non-residents did not make a material contribution to the slump. Hence, practically the whole problem deals with the attendance of the residents. Nearly all the grade students are resident, hence again the problem is shown to be entirely local in character. A graph was drawn of the number of children of school age in the district, as given by the school censuses. This reveals a slump also. A tremedous drop is shown in this graph for the year 1909-1910. This is due to an error on the part of the census taker, however, as is shown by a careful comparison of the censuses for the preceding and the succeeding years. This slump, shown by the census, points to the birth rate. A study of the vital statistics of the Town of North Dansville as found in the office of the Town Clerk, shows the births for the years beginning with 1882 and ending 1913.



GRAPH No. 2.

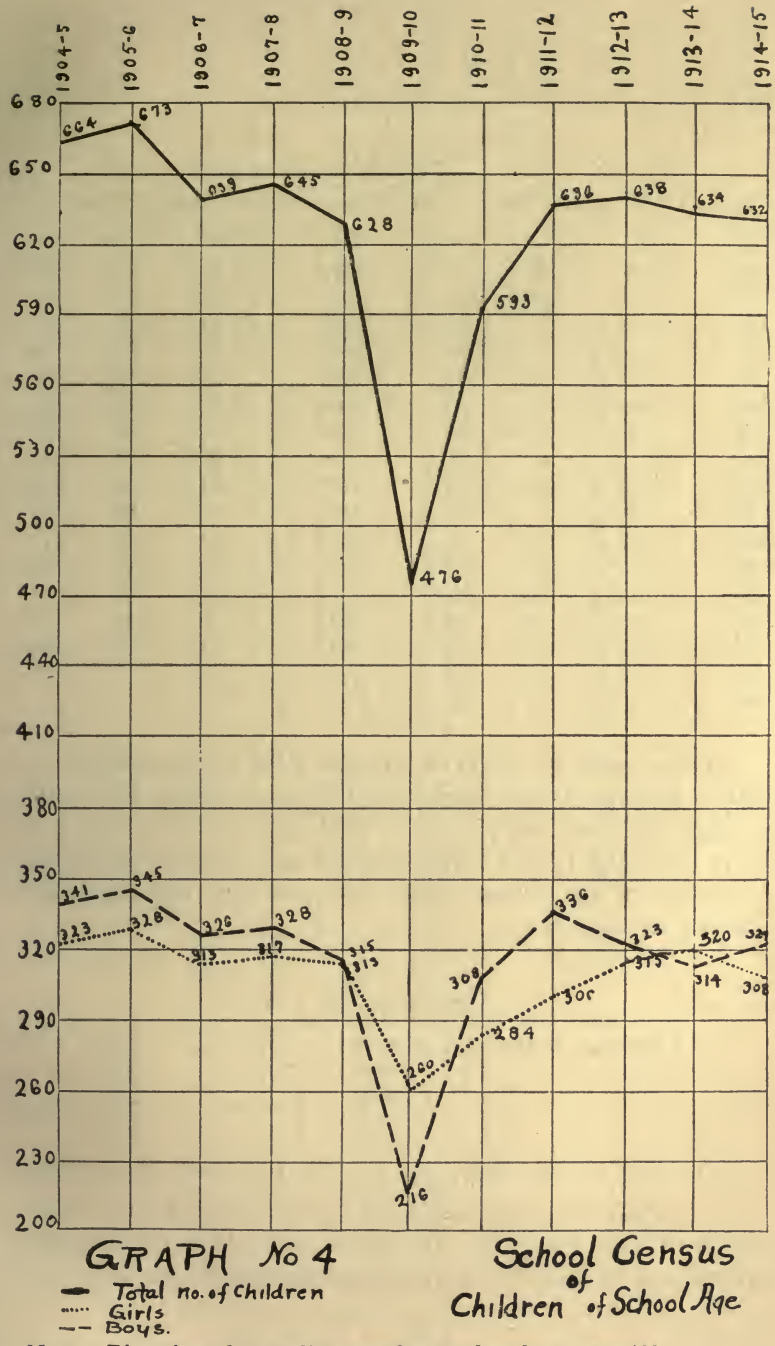
Registration in the Grades and in the Entire School.

NOTE: Directions for reading graphs are found on page 109.



Graph No. 3 Academic Registration.
(Senior High School)

NOTE: Directions for reading graphs are found on page 109.



NOTE: Directions for reading graphs are found on page 109.

Table No. 14.

Number of Births Per Year in the Town of North Dansville Since 1882.

Date.	Boys.	Girls.	Total.	Date.	Boys.	Girls.	Total.
1882	37	31	68	1899	23	30	53
1883	38	44	82	1900	31	18	49
1884	41	36	77	1901	29	25	54
1885	28	38	66	1902	37	22	59
1886	34	26	60	1903	25	30	55
1887	46	22	68	1904	35	19	54
1888	30	25	55	1905	36	20	56
1889	42	34	76	1906	27	32	59
1890	40	29	69	1907	32	40	72
1891	39	33	72	1908	39	28	67
1892	43	23	66	1909	44	27	71
1893	41	29	70	1910	30	39	69
1894	22	25	47	1911	37	44	81
1895	40	34	74	1912	29	28	57
1896	27	36	63	1913	34	34	68
1897	35	30	65	1914			
1898	33	29	62				

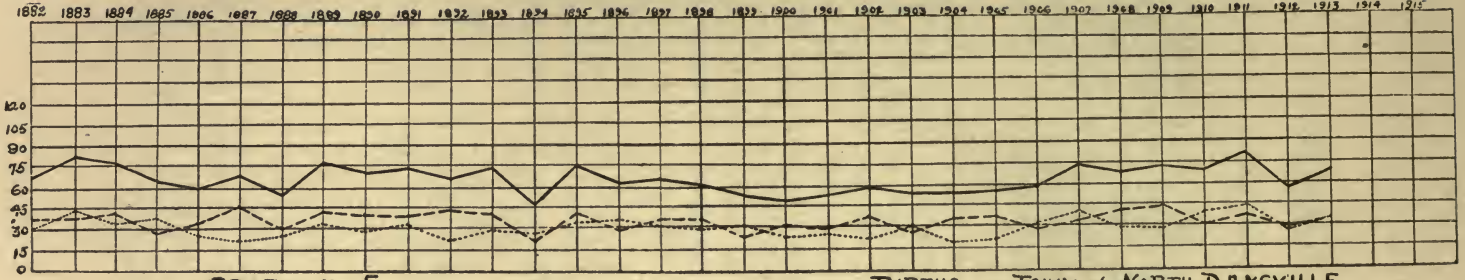
These put in the form of a graph show an interesting curve with a material slump, beginning 1895 and ending 1907. The average birth rate for the years 1882-1895 is 67.8, and for the years 1896-1907 is 58.4. This slump is not due to a variation in population of the village, as the data received from the United States Bureau shows:

Table No. 15.

Population of Dansville in		1880	3,625
"	"	1890	3,758
"	"	1900	3,633
"	"	1910	3,938

A study of this graph reveals the following observations:

1. There are more boys born in the Town of North Dansville than there are girls. Yet in the academic department there are many more girls than boys and among the 252 graduates there



NOTE: Directions for reading graphs are found on page 109.

are but 90 boys. There is a tremendous dropping off of boys in our school.

2. The graph of the boys and girls attending the grades, shows more girls up to 1910, but since then the boys are in the majority, as the birth rate indicates they ought to be. This is undoubtedly due to an efficient enforcement of the compulsory attendance law, and to the fact that the parents are coming to appreciate the fact that the boys need an education for an efficient life.

3. Taking six years as the average age of the students in the first grade, and fourteen years as the average age of those in the eighth grade, it will be seen that the children in school during the year 1911-1912, the year of the smallest registration, were born between 1898 and 1906. This is the period of the greatest slump in the birth rate, which shows that the slump in the grades is accounted for in the birth rate.

4. The slump in the academic department began in the year 1906-1907. Taking fourteen as the average age of those entering high school, and eighteen as that of those graduating, we have as the birth years for those in attendance that year, the period between 1889 and 1893. This comes before the slump in the birth rate. The end of the slump in the academic department comes in the year 1911-1912. The birth years for these students is the period between 1894 and 1898. But this period is in the beginning of the slump in the birth rate. The year 1914-1915 will have the largest attendance in the history of the school. The birth years for the students attending this year, is the period between 1897 and 1901 which marks the greatest falling off in the birth rate. Thus, the slump in the high school is not due in any way to the slump in the birth rate, although the graph of the attendance of the boys shows that it may have been influenced somewhat by it. All this means that the high school is reaching and holding the boys and girls to-day, more than ever before, for, when the slump in the birth rate and in the attendance in the grades point to a slump in the high school, there is rather a heavy increase in attendance.

Two partial reasons for the slump in the academic attendance are

(1) Practically those for the slump in the number of graduates (see page 33), which is indicated by the fact that the slump in the number of graduates began the same year that the slump in the academic attendance began.

(2) The abolition of the March examinations, which occurred about the same time as the increase in the requirement for the Academic Diploma, seems to make a contribution to the falling off in attendance. Boys and young men who had to work in the autumn and the spring, used to rely on these examinations to get credit for the work they had done. There was no time limit set for the study of any subject, so the brightest of them might do a year's work in a subject during the short time they were in the school. Under the new conditions, there were no examinations they could try while they were in school, and the time limits set practically prohibited these students from getting credit for work done in short time. The passing-mark set by the Regents for short time work was raised 20% above the passing-mark for subjects pursued full time.

These two causes undoubtedly caused many students to become discouraged and to drop out of school. In 1913-1914, however, the enrollment reached the 139 mark. This advance is due to four causes.

(1) The students had become accustomed to the new requirements and remained in school the whole year.

(2) A tremendous effort on the part of the faculty to keep students in school, and the interest aroused by building the new addition to the school have borne fruit.

(3) The establishment of the commercial department has attracted many students to the school.

(4) An awakened interest on the part of the parents is keeping the students in school.

It is very gratifying to see this advance. The registration for the present year will undoubtedly mount to the 145 mark.

However, this registration is not what it ought to be for a village of 4,000 inhabitants. Sister villages of the size of ours have registrations of 160 to 180. Dansville must leave no stone unturned until she is serving her young people at least as well as our neighbors are serving theirs. The graphs show that the boys must be reached. Practical work must be given to the boys who do not intend to continue their education beyond high school. They must be taught to see that work they do at school will be a practical aid in life, before the influence of the mighty dollar, earned so easily in the nursery work, can be successfully counteracted. This fact will be shown in the discussion of the questionaire sent to those who failed to complete their high school course.

VIII. VOCATIONAL GUIDANCE.

When a pupil enters the senior high school department, the first question the faculty yearns to have answered is for what work the pupil by his talents and tastes is fitted to follow. With this question in mind, the principal requires each entrant to answer, if he can, the following question which is found on the registration card: "For what do you intend to fit yourself? Do you intend to continue your education beyond the high school, and if so, at what kind of an institution?" These questions are asked, not with the idea that the child has already thought them out, but rather to arouse him to think. The registration cards for the past four years have been compared to learn how much continuity in aim there has been, year by year, on the part of the students.

1. Results of the Comparison.

Of thirty-one boys, only eight stated the same profession or employment each year. Of these, one wished to prepare for engineering, six for agriculture, and one for business. Of fifty-nine girls, twenty-four reported

on their registration cards the same profession or occupation each year. Of these, twelve stated teaching; five, stenographical work; four, a regular college course; one, music; two, music and drawing work in teaching; and one, physical direction.

Two boys and one girl had no idea of what they wished to do, or for what to fit themselves.

In their last two years of school work, five boys and seven girls made the same choice for each year.

Three boys and seven girls stated some occupation either in their first or second year, and since then, they have not stated any choice. They seem to have given up their choice and to have failed to be able to make another.

Two boys failed to make a decision until their last year.

Of the remainder, there are a variety of decisions. One boy in his first year wanted to attend a business school, the next year he wished to become a professor in a college, the third year he decided to become an engineer because of his fondness for mathematics, and the following year he entered an engineering school. Another began school with the desire to attend the U. S. Naval Academy, later to become an engineer, but finally decided to enter a school of accountancy. A girl vacillated between domestic science and stenography. Another began with a desire to become a history teacher, the next year she wished to go to college, the third year she decided to study music which she is now doing. A boy began with the desire to become a designer, then an architect, and finally an engineer. Another changed back and forth from draftsman to nurseryman. A girl began with a desire to become a trained nurse, then a teacher. A boy first desired to become a lawyer, then to take a straight college course, and finally decided to attend a school of accountancy. Another wished in his first year to study medicine which he wished in his second year. In his third year he desired to become an engineer, and he is now a student in an agricultural college. Three girls began with the idea of going to college and have now decided to attend a school of domestic science.

All this shows that the continuity has not been very pronounced. But it is evident that for many the question has aroused thought. It will be noticed that the girls seem to be more definite in their choices. This is readily explained, for there are fewer fields of work open to the girls than to the boys. In other words, the boys have a much wider choice with the result of much change. This means that the problem is a more difficult one than at first might be imagined.

Table No. 16.

WHAT WILL YOUR LIFE WORK BE?

COLLEGE VERY ESSENTIAL

Medicine
Clergy
Dentistry
Law
Veterinary
Consular service
Nursing
Teaching
1. *Administrative work*
2. *Supervision*
3. *Professional schools*
4. *Collegiate work*
5. Domestic science and art
6. Agricultural work
7. Elementary work
8. *High School work*

PROFESSIONAL ENGINEERING ETC.

Dietitian
Domestic science—applied work
Mechanical engineering
Electrical engineering
Civil engineering
Sanitary engineering
Chemical engineering
Marine engineering
Architecture
Landscape gardening
Pottery and ceramics
Chemist
Scientific agriculture
Scientific forestry
Scientific horticulture
Pharmacy
Photography
Music—instrumental and vocal
Art—design, illustrative
Applied domestic art
Literary—stories, drama, belleslettres
Librarian

HIGH SCHOOL DEMANDED

College for higher work Senior High School for less important places Senior High School in part for others	Business	Various stores Traveling salesmen Stenographers Bookkeepers Bank clerks Certified public accountants Banking Civil service—postal clerks Heads of departments in big business Various agencies—insurance
Junior High School required At least part of a Senior High School course is highly desirable.	Skilled Workmen	Farmers Machinists Mechanics Carpenters Masons Plumbers Practical electricians Harnessmakers and other tradesmen Nurserymen Draughtsmen Stationary engineers Railroad engineers Telegraph operators Navigators Brass workers Moulders Pattern makers Cabinet makers
Grade work required. Junior High School desirable.	Partly Skilled Workmen	Some farmers Some factory hands Firemen Machine hands Semi-carpenters Plumbers Other tradesmen Chauffeurs Clerks
	Unskilled Workmen	Railroad brakemen Ditch diggers Day laborers Some factory hands

NOTE: Those professions or businesses in italics require collegiate training or professional training of collegiate grade.

2. Methods Used to Aid the Student in Making a Choice.

In other parts of the study, mention has been made of the use of speakers who appear before both of the high school departments at times, to tell of the various professions and vocations, and of the efforts of the faculty in their respective class rooms. Mention has also been made about the early spring registration of the students for the coming year's work. Last year the principal prepared in a rather superficial way the following chart to be used at these times of registration.

See Two Pages Preceding

One of the first questions asked the student who is to register is, "What are your plans for the future?" If a definite answer is forthcoming, the principal discusses with him the work selected to help him to see the significance of his choice, and to learn whether there is really a deep interest in the kind of work chosen. The advice given is governed very largely by the answer to this question, and the talent the student has displayed in his school work and activities. Many a time this conversation lasts from a half hour to an hour, particularly when the student is nearing the close of his high school days. If, however, the student has no clear cut idea of what he wishes to do in the future, there is one idea that must be instilled into his mind, and that is, that an education is necessary for any work he may wish to take up. At this juncture, the chart is made use of. The boy looks it over and sees that for the big things in life, in any field of action, there is a distinct demand for special training. Besides, the various occupations mentioned may suggest to him something he would like to do in the future. This leads to a conversation concerning the various occupations, vocations and professions, during which it is emphasized that there is no true *aristocracy* of *profession* or *vocation;* that a young man who has the talent and the calling to be a farmer, has just as high a calling as the doctor, the lawyer, or the engineer; that the whole question hinges in the *kind* of a farmer he

wishes to be. A good, intelligent farmer is a much more valuable asset to the community than a poor lawyer, preacher, or physician. The same may be said of any other vocation or profession. Therefore, the solution of the question depends upon learning what one can do *best,* and not upon discerning what will apparently sound the most aristocratic. During the whole of the conversation, the value of remaining in school is emphasized and at the same time the boy is set thinking to discover what he can do best and would most like to do. Then a year is given him to think it over, and another year at registration time, the problem is approached again. It is firmly believed that this sort of conference is worth every bit of the time consumed by it, and that the chart is a valuable aid. The greatest help that can be found in the future in this work, is the enriched junior high school curriculum, which will make it possible for the boys and the girls to have a taste of the various kinds of work taught in the school. This will reveal, in a large measure, the aptitudes of the students and give a firm basis on which to advise them in the future.

IX. THE FACULTY.

1. Their Number, Training and Method of Election.

At the present time there are seventeen members of the faculty of whom two are men and fifteen women. One woman has charge of the kindergarten, six are in charge of the six grades, and seven women and one man have charge of the classes of the junior high school and the senior high school. There is one special teacher in charge of the music and drawing taught throughout the school. The principal teaches but two high school classes, the remainder of his time being devoted to supervision of the work of the school, personal work with the students, and in keeping the records and administering the work of the school. In the latter phase of his work he is aided by the kinder-

gartner each afternoon, her department being in session in the forenoon only.

Conducting the work above the first six grades on the departmental plan makes it possible for each teacher to have charge of a special department. In the matter of hiring teachers this plan aids very much, for a teacher who has made special preparation in one line of work is engaged to take charge of that department.

Teachers are hired by the Board of Education upon the recommendation of the Teachers' Committee composed of three members of the Board, and the principal. The attitude of the Board of Education on the question of hiring teachers has been to hold the principal responsible for the educational and professional qualifications of all applicants, while they determine what salary can be paid, and pass upon the personality of the candidates. In this way, teachers well equipped for their work and of fine personality are engaged. One qualification every applicant must have is refinement and culture. This feature of a prospective teacher cannot be overlooked, for educators have come to realize the tremendous suggestive power a teacher has over the pupils.

A difficulty experienced is the lack of sufficient money to secure first-class teachers of experience. It has become the policy of the Board of Education to employ in the high school, teachers of promise without experience rather than to employ those of experience who are not first rate. This policy has proved wise, for the teachers of the past three years have almost without exception been most successful. When a young teacher has proved her worth, her salary is increased regularly in order to retain her. In this matter the school has been very successful of late years.

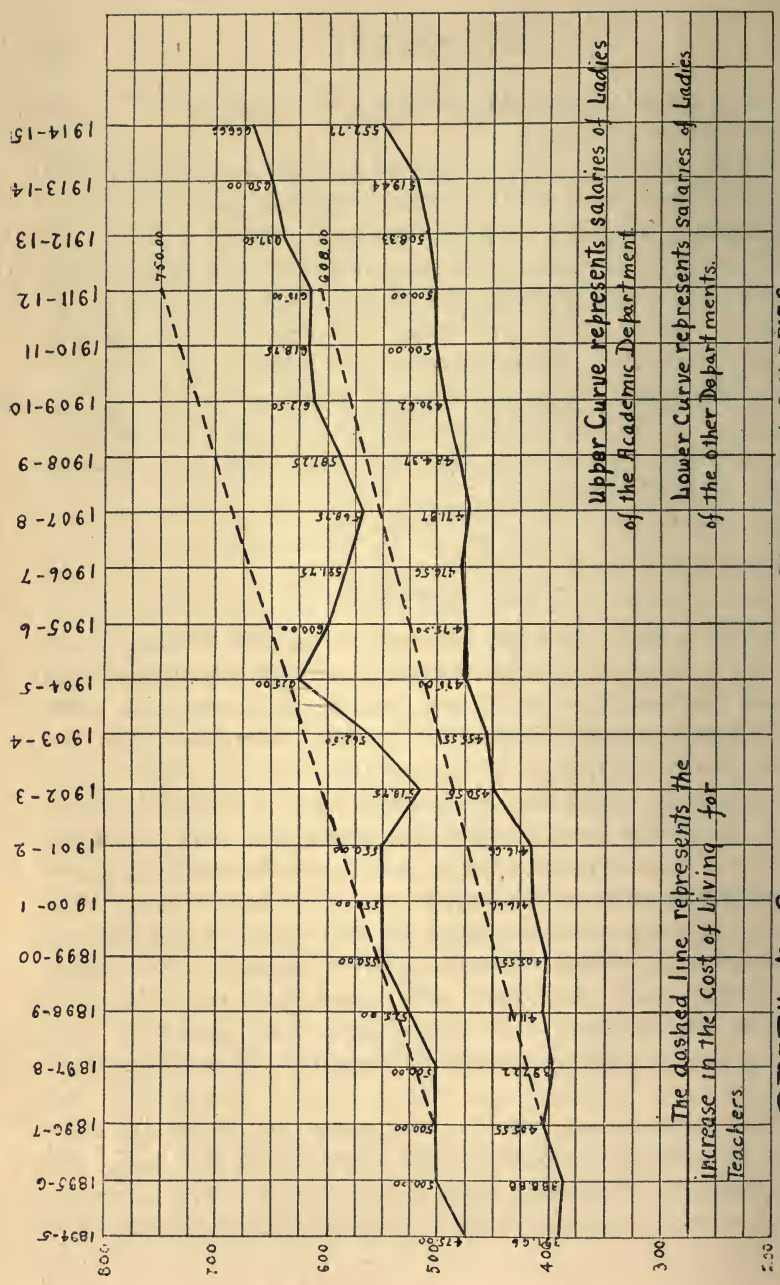
For the grade positions only normal graduates are considered. For the high school positions a college education is a requirement. At the present time there are employed on the faculty ten normal graduates, five college graduates, a graduate

from a special music and drawing course, and one of a high class commercial school.

The growth in the numbers of teachers has been gradual. In 1883 there were eight teachers employed, and each one of them was overworked. A grade teacher was added in 1892. The next year a high school assistant was elected. In 1898 another teacher was added to the faculty and one more the next year. In 1902 a special teacher for music and drawing was engaged. Three years later, another teacher was added for a half year. The following year, in her place was elected a man to teach the science. In 1912 a kindergarten teacher was added, the next year a commercial teacher, and a year following, another high school assistant were employed.

2. *Salaries.*

The salaries paid the teachers during the history of the school is shown by graph number 6. The graph for the high school teachers does not include the salaries of the men. This will show a steady increase per teacher since 1894. But this must not be interpreted as meaning that the real wages of the teachers have increased. A committee of the National Education Association known as the Committee on Teachers' Salaries and Cost of Living has, after an exhaustive investigation, shown that the cost of living for teachers since 1896 has increased 50%. This is represented on the graph by the dotted lines slanting upward and to the right. Thus it is seen that in reality, the teachers of twenty years ago were better paid than now. In other words, the teachers' real wages have been decreased. But this is not a condition peculiar to Dansville. It is nation wide, but it is a problem that must be met squarely if we are to attract to our schools the men and women of the right type to guide the children of the nation. But this is not the worst phase. It would be bad enough if the qualifications for teachers were the same for these years. This is not the case, how-



NOTE: Directions for reading graphs are found on page 109.

ever. Twenty years ago a normal graduate who received her diploma after four years of work beyond the grades, was the teacher in the high school. Today the normal graduate teaches, as a rule, only in the grades, but to be a normal graduate, six years of work beyond the grades is necessary. For high school positions, teachers must be college graduates. This means eight years of work beyond the grades, four years of which are spent in a college where a high tuition must be paid and where the cost of living is high. So we see that the teachers of today are not paid in proportion to what they were twenty years ago.

In consulting the graph for the high school teachers' salaries, it will be observed that there was a slump in salaries about 1906. This was caused by the hiring of a man to teach the sciences, who displaced a high salaried woman.

3. Professional Spirit.

The professional spirit of the faculty is excellent. Each teacher takes a visiting day each year at her own expense, but is allowed her time by the Board of Education. At the present time, a round table and magazine club is in a prosperous condition. The magazines are all professional and have been paid for by a tax levied by the teachers on their salaries, of one tenth of one per cent. Once a month the teachers come together to talk over what they have read of interest in these magazines, and to discuss the educational problems of the school. Usually at these meetings, some members of the faculty serve tea and wafers. This results in a fine spirit among the teachers and a keen interest in the work of the school.

4. The Principal as Supervisor of the Work of the School.

The supervisory work of the principal is a most vital factor in a school where there is at least one teacher for each grade, and several for the high school subjects. There must be a master to see that the work of one teacher articulates with that of another.

Without such a leader a faculty consisting of the best of teachers will waste much time and effort, while the children may become confused by the breaches in the continuity of the work, and by the different methods of the various teachers.

In this regard the school has erred. She has expected her principal to do almost as much teaching as some of the teachers, to do the office and administrative work of the school, and to spend what little time remains in supervising the work of the school. On an average, the last three principals have been teaching four subjects—up to a year ago. This work has been done well, as is shown by the excellent results in the branches taught by them. The administrative and office work has been done well, but the supervisory work has been neglected because there is a limit to one's efforts imposed by time and by one's store of energy. Every principal has found himself completely busy with the work of the academic department alone. He would be kept profitably busy were the grades removed entirely from his jurisdiction. This lack of supervision in the grades is a very serious fault. If one department needs the principal's services more than another, it is that of the grades. They give to many all the schooling they are to receive. They prepare the others for the academic department, and if such preparation is not thorough, it will cause an undesirable harvest.

There is an honest attempt to remedy this fault. The Board of Education has made it possible for the present principal to have help in his clerical work each afternoon school is in session. He has been permitted to reduce his teaching to two subjects per day. This enables him to give more time to supervision, and to personal conferences with both teachers and students. With the addition of new departments, it is a serious question whether the principal ought to do any teaching at all, but rather should spend his entire time with the teachers, the students, the various departments and the school as a whole. Perhaps the personal help given the discouraged, the prodding given the indolent, and talks to the indifferent might cause many students to remain in school who otherwise drop out.

The supervision of the school has not been developed as systematically and efficiently as it should be. This matter needs immediate attention.

X. THE PARENTS.

The first year of the present principal's administration, he found that there was but little visible interest on the part of the parents in the school. There was, however, a silent and dormant interest which did not manifest itself to any extent. This was not a healthy condition of affairs, for the pupils gain the most from the school when there is a close understanding between the faculty and the parents. There must be a live and visible interest on the part of the parents. To gain this there have been four methods used:

1. Publicity through the press.
2. Handbooks printed and distributed by the Board of Education.
3. Reports and notices sent the parents.
4. Meetings of the parents held in the school house.

The first of these has not been used to any great extent of late. It has been used only to show in a small way the value of an education, to announce the formation of new departments, to show the reason for their establishment and to draw attention to the fact that there is a public school in session in the village, trying to accomplish results. This method is perhaps the weakest of the four.

The use of the handbooks is valuable. Parents can show an active interest only when they understand the way the work of the school is carried on, what they can do to aid the students, and what is the course of study for the higher work. Beginning with the year 1911-12 handbooks have been printed each year. They attempt to give the very information that will awaken the parents' interest in the school. In 1912-13 a handbook for the parents was prepared especially with this point in

view. The following year, besides a students' handbook a report made by the principal to the Board of Education was printed for distribution among the parents. The value of this is evidenced by the interest the parents show in keeping the children in school and in holding them to their home study. It is interesting to note that when the school was graduating its largest classes, there was printed each year a catalog or a handbook for the use of the students and the parents. When these were not published, there seemed to be a slump in the attendance. The entire credit for the large classes must not be given to these publications, yet it is fair to assume that they made a contribution.

For several years report cards recording the progress of the students have been sent at regular intervals during the year to the parents for their signature. Recently this has been supplemented by notices which are sent the parents, when occasion demands, calling their attention to the fact that, unless the student's work improves immediately, the student will undoubtedly fail in his work. This pressure usually brings to pass more conscientious home work on the part of the student.

Perhaps the most potent method is the parents' meetings. These have been held more spasmodically than they should be. They have been held so far only for those who have children in the junior or the senior high school. This year a meeting of the parents of the children just entering the senior high school was held. At this meeting, the entering class was present and served refreshments and conducted the social side of the occasion as though it was their reception to their parents and the faculty. A talk was given to the parents, telling just what is expected of the student, in order that he may be successful in his new work. An outline of the course of study was given, and reasons were set forth as to why the high school course is valuable to all, regardless of what work the student wishes to follow. It is interesting to note that so far this year, this class has done better work than has any entering class in the memory of the writer. Due notice must be taken

in connection with this that the class is perhaps a better one than the average yet there is a uniformity of work that has not been noted before. At the close of this meeting the parents were shown through the building.

A year ago, a meeting was held in the gymnasium in honor of the opening of the new addition to the school. At the time, the people of the village were shown through the building, were made acquainted with the teachers, saw the children at work in the various departments of the school, and heard two stirring addresses by Dr. Rush Rhees, the President of the University of Rochester, and Mr. Herbert S. Weet, the Superintendent of Schools of Rochester. Many parents who had never been in the school before were present at this meeting. The only criticism that can be offered is that there are not more of such meetings as these.

XI. MORAL EDUCATION.

There are four distinct ways of teaching morals in a school.

1. Through religious teaching.
2. Through formal instruction in morals.
3. Indirectly through the silent influence of the teacher's life and the class room.
4. Through play under supervision of a competent supervisor.

No one of these alone can give the best results. Each has its weakness. The first is used to a large extent in the German schools, where it has shown itself to be no panacea for moral evils, though it has shown itself valuable. The second has a fixed place in the curriculum of the French schools, and none are ready to say that the French have solved the moral problem. The third is, and has been, the only way used in the American public schools with but few exceptions, and the schoolmasters of the country cry out that the problem of moral education is one of the greatest, if not the greatest in the land. The fourth is a new method, comparatively speaking. Its philosophy is that under

guidance the child learns the lesson of fair play to the other citizens of his play world. The value of this method is emphasized by those who have tried it, notably by the Superintendent of Schools of Rochester, Herbert S. Weet.

In Dansville something ought to be done besides the third. It is impossible for a school supported by the people through taxation, to teach religion in the school, because of the sharp division of opinion as to what is correct theology, and what is not. This phase must be left to the church. The problem, therefore, is not for the school but for the church. There is a growing sentiment among those in the teaching profession, that the churches ought to give religious instruction during the school week when, for a period of two hours, the children may go to their churches to receive instruction in their respective religions, whether they be Jew, Roman Catholic, Greek Catholic, Baptist, Presbyterian, Methodist, or what not. This is a problem that will soon have to be met throughout the nation.

It seems to be generally conceded by the profession at large, that formal moral instruction has but little value. This work must be done indirectly. For example, the teacher of history may give moral lessons by suggesting the effect of certain immoral acts, but not by moralizing or sermonizing. This indirect method is used in a limited sense in the high school and to a considerable extent in the grades through reading and language lessons.

Under the discussion of the Faculty, it was pointed out that care is taken in the selection of teachers that their silent influence may make for the best socially and morally. The school is making use of this method of giving a moral education to the greatest extent of its ability.

The fourth method has not been attempted at all until this year. One member of the high school faculty, Miss Avadna G. Loomis, who has had much experience in this method of teaching morality through the development of the spirit of fair play on the playgrounds of the city of Rochester, has done much good work

The Play Ground

This picture shows the eight-tenths of an acre which is used by the children of the school as a play ground. In the background is the backstop for baseball and on either side are gardens which suffer much during the baseball season. On the right is the school house some of whose windows are broken every week during this season.

among the girls of the junior high school and the senior high school. Each grade teacher has a half hour per week in the gymnasium with her pupils, but her work has been mainly to keep order during the play period. An attempt should be made to instruct these teachers how to conduct the play of their children so as to bring out the moral side. There is a distinct need of a man on the faculty who can take charge of the larger boys and the young men of the school in their games and athletics that the moral side of the sport may be developed. With the development of the first as suggested, and the last, there ought to be a great improvement in the moral training and character building of the students.

XII. PHYSICAL EDUCATION.

The physical side of the child's education has been sadly neglected in Dansville. When the location was selected for the new school building in 1883, the thought of having a play ground was not given any consideration. Since that date a lot of about ½ an acre has been added to the school grounds which has tended to relieve matters somewhat, but the village has improved the old square formerly used as a play ground, and now the children are forbidden to use it lest its beauty be marred. The result is that the four hundred and more students have 8/10 of an acre on which to play their games of baseball, football, etc. This play ground is far from being large enough.

Until the addition to the school was built, there was no place for the children to play during the winter months. Since then, the large gymnasium has met that need. There is one long court for basketball and two short courts.

The lack of proper facilities for physical exercise has brought about a condition of lethargy in sports and games. It is a rare thing to see more than a dozen boys on the gymnasium floor at once, and a rarer thing to see more than twenty on the play ground engaged in a game. In other words, the pupils of

the school are not getting the play that is necessary for their physical development, the play that nature requires for her full manifestation in the future man or woman. No better illustration of this lethargy can be found than in the fact that a year ago the high school had a most difficult time to maintain a basketball team which requires only five players. And this team played four games, every one of which was lost. In the past three years, the teams have received practically no coaching and no direction by the faculty, simply because they have been so busy with the intellectual side of the school life that they have had no time for this work.

As was stated under the topic, moral education, there has been no attempt, save one, with the larger girls to the developing of a moral training and to building up of the characters of our students through the medium of directed play. There are constant complaints received at the office, of fighting among the smaller boys and girls when on their way home. They seem to be in their element when they can chase home some timid youngster, and obscene and profane language is not uncommon. If this energy were worked off on the play ground or in the gymnasium, perhaps these objectionable features might be eradicated. Perhaps, through directed play, a better code of chivalry and morals would be developed. The two great ends of play have been ignored, the development of the physical and the development of the moral. This demands immediate attention. There should be a larger play ground, and a member of the faculty to direct the play of the children that the duality of ends may be gained.

XIII. MEDICAL INSPECTION.

Last year saw the beginning of medical inspection of school children throughout the state. But it has been most generally admitted that the law and the plan for its enforcement have many grave errors that should be corrected. Therefore its enforcement has been largely a farce. Before this law can accomplish what

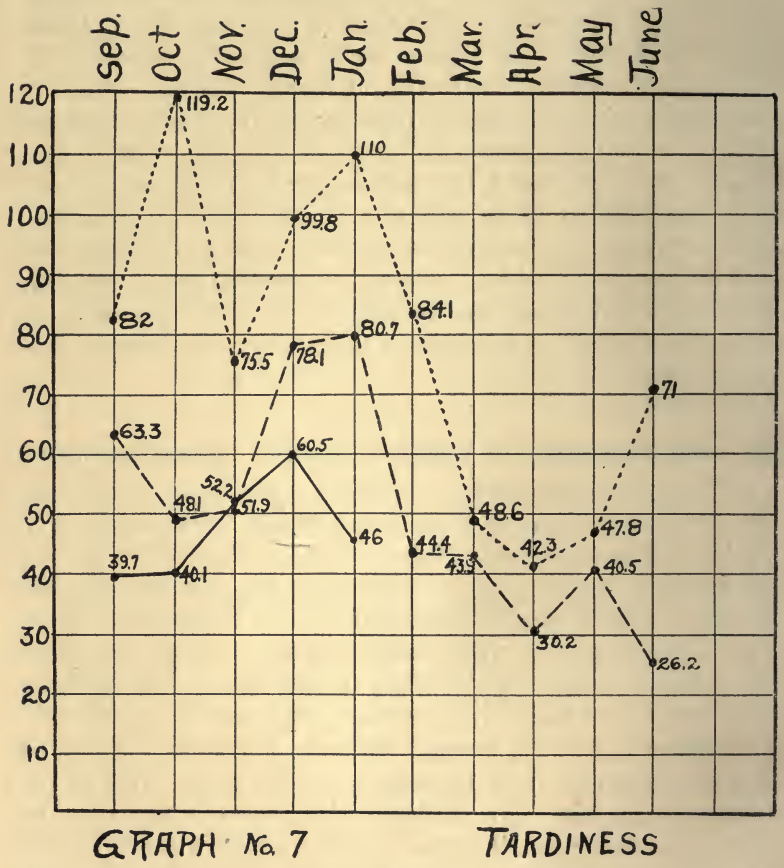
The Gymnasium

Showing the Fifth Grade during its period there

it is intended to accomplish, each school district must have a school physician whose duty it will be to examine at public expense every child in the school. This must be followed up by notices sent to the parents, of the defects found, and by the recommendation that they consult their family physicians at once. Better yet would be the plan to engage a trained nurse for at least a part of the time, to visit the parents of the unsound pupils, to make clear to them what has been found and the need of immediate treatment. In addition to his duties as an examiner, the physician should be engaged to examine every child whom any teacher suspects of being in ill health. It is safe to say that this law will be amended, or else interpreted in such a way in the future, as to compel each school in the state to take every precaution to protect the children it serves.

XIV. ENFORCEMENT OF THE COMPULSORY EDUCATION LAW.

The State Education Law compels the attendance of all children between the ages of eight and fourteen while school is in session; and the attendance of those between fourteen and sixteen who have not secured a work certificate and regular employment. The law is well enforced in this school district. The Board of Education has appointed as truant officer one of the village constables who visits the union school and the parochial schools each morning that school is in session. At the time of his visit, he is informed of all absences and the reasons for such, if known. If any of these are illegal he visits the homes to warn the parents of the violation of the law. The efficiency of the work is shown by the fact that in three years there has not been occasion for the arrest of a parent or guardian of a child in school. (See page 44) Last year there were 66 children of school age attending St. Patrick's School, 118 attending St. Mary's and 220 attending the Union School, making a total of 404 children of school age, residing in the school district who were attending school. The census of school children in the district showed 416 children of school age. This gives a per cent of 97.1 of such who are attending school.



NOTE: Directions for reading graphs are found on page 109.

The 2.9% who are not attending consists of those who have work certificates and are employed, and those whose physical condition will not permit attendance.

Closely connected with non-attendance is tardiness which the State Department interprets as absence. For the past three years an uncompromising warfare has been waged in the union school upon this habit of tardiness, into which very many of the children had fallen. At first each individual grade and study hall teacher took note of the tardinesses of the children in her charge. These teachers made a conscientious effort to check the habit, but in spite of this, the decrease was not what it ought to have been. As a final measure, every pupil from the kindergarten through the high school who is tardy has to report to the principal who makes it a point to see that such visits to the office are not particularly enjoyable occasions. The results of these efforts will be seen by consulting graph number 7, where is shown a marked decrease. The number given for each month is not the actual number of tardinesses, but rather the number on the basis of 400 children in school for a month of 20 days. This makes it possible to compare the tardinesses of the various months and years. If this were not done, the years with the lowest registration would appear as the best, and the months with the fewest number of days of school, such as June, would appear almost model.

The tardiness problem is not solved as yet, however. The parents are often more at fault than the children. A very frequent excuse for tardiness is, "I had to do an errand this morning." Invariably these tardinesses amount to no more than a few minutes. It seems strange that when the parent has the child nineteen hours out of the twenty-four, the five remaining hours must be encroached upon. It is only an indication of the power of habit. The parents have it and force it upon the children. This interpretation seems warranted when it is observed that children of certain families are never late, unless for some reason beyond control. It is doubted whether the tardiness can be reduced much below that of this year.

XV. THE WIDER USE OF THE SCHOOL PLANT.

1. In a General Way.

These are days when the school plant is used for other things than to give instruction to children between the hours of 8:45 A. M. and 4:00 P. M. In the cities the school houses are used for night schools, social centers which are both educational and recreational in character, voting places at elections, and for various other purposes. This wider use of the school plant has not as yet reached the villages under 5,000 inhabitants, except in very rare instances. Dansville has made a beginning in this direction. For the past three years, there have been occasional lectures for the public, touching upon the health and hygiene of the individual, forestry, and other subjects of interest to the people and the students. Beside these, there have been held for the past two years a series of meetings in March by the Department of Agriculture, in which instruction is given in rural subjects and home making. These have been very popular with the towns' people as well as with the farmers of the country side. This year the College of Agriculture at Cornell University held an extension school for one week in which instruction was given in plant pathology, soils, poultry and home making. The attendance at this school was 46 men and 52 women who attended sessions lasting from 9:00 in the morning until 4:00 in the afternoon. Of this number there were 10 nurserymen in attendance who live in the village.

But the greatest advance was made in the establish of a night school.

2. The Night School.

For sometime there has been a feeling on the part of the school authorities that there ought to be a night school in Dansville. Finally, at the regular meeting of the Board of Education for the month of October, the principal presented a report showing how a night school might be operated without cost to

Night School Class in Commercial Arithmetic

the tax payers. The trouble had been that there was no appropriation to maintain such a school, hence the plan had to provide for self-maintenance. The plan, to state it briefly, is essentially as follows:

1. The school would not be started until a registration of twenty was secured.
2. The cost of heating and lighting was estimated for an evening, to which was added the salary for the teachers and the janitor. This sum was divided by twenty which gave the tuition for one evening.
3. The school meets Mondays, Tuesdays and Thursdays of each week that the day school is in session. Considering four weeks to the month, this means twelve evening sessions constitutes a night school month. Multiplying the tuition for one day by twelve, gives a product of $3.75 which is the tuition per month.
4. School opens each night at 7:30 and closes at 9:15. This time is divided into three periods, between each of which there is an intermission of five minutes for the rearrangement of classes.
5. The courses taught are shorthand, typewriting, commercial English, commercial arithmetic and elementary bookkeeping.
6. At the close of the session, if any money remains after all expenses are paid, it is to be returned to the students on the basis of the number of months they paid tuition.
7. As soon as the tuition receipts are not great enough to meet the expenses of the school, the sessions stop automatically.

This report was adopted unanimously by the Board of Education, and a committee of two of the Board were appointed to act with the principal to conduct the school. Advertisements were printed immediately announcing the proposed formation of the school, November 16. On that date there were twenty-nine people registered and since then, the registration has jumped to 38. There are three teachers engaged. Mr. Ralph W. Clements has charge of the bookkeeping and arithmetic and acts as principal of the school under the supervision of Mr. Foster. Miss Mary L. Sherman has charge of the shorthand and typewriting and Miss Barbara A. MacLeod the commercial English. All are members of the day school faculty. They receive a salary at the rate of $1.00 per hour of teaching.

The school, up to the time of writing, has proved to be a

great success. The attendance has been excellent, there have been but few who have dropped out, and the earnestness of the students is greater than one would think. Another year the school ought to be continued on broader lines. Not only should there be subjects of interest to the young people, but there ought to be subjects taught by the lecture method that are of interest to the young business man. Courses in agriculture and nursery work, home-making and mechanical drawing ought to be given. Perhaps it is too great a burden to ask the students to meet all expenses. The Board of Education might profitably furnish the building lighted, heated and cared for, and leave it for the students to pay tuition sufficient to meet the salaries of the teachers. Under no circumstances would it be recommended that the Board should do more than this, for the payment of tuition by the students causes them to strive to get something out of the work, hence the air of seriousness and industry that we have this year.

3. *The Future.*

There is an unlimited field for expansion in this wider use of the school plant. Just how much farther it is wise to go is an uncertainty. There has been a keen agitation on the part of some of the young ladies of the village to have the gymnasium opened evenings as a recreational center. The fact that there are no dressing rooms, and no toilet facilities, except those up stairs on the grade floor, made it impossible for the Board of Education to so open the gymnasium this year.

XVI. FINANCES.

1. *The Cause of the High Tax Rate.*

A comparison of the money expended by the people of Dansville for their school for each of the past four years, is made by means of graph number 8. The circles are drawn to scale according to the amount they represent. Thus, the year ending 1912

Night School Class in Typewriting

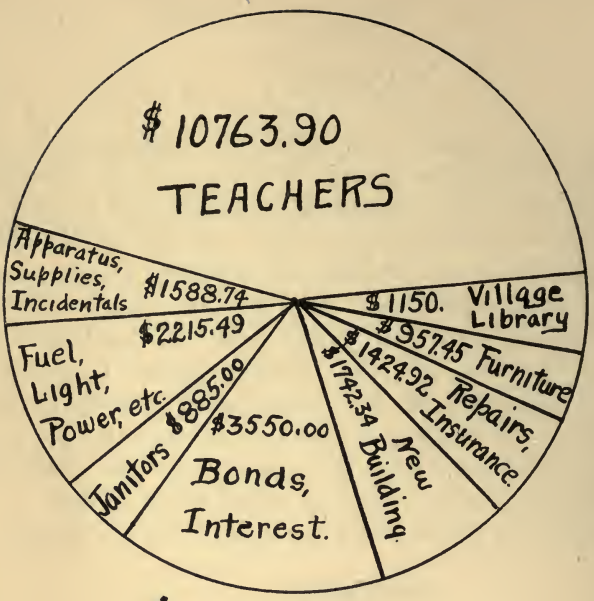
shows the least expenditure and is thereby represented by the smallest circle. The angles of expenditure are drawn according to the ratio of the amount expended for a particular purpose to the total amount expended for the year. For the years ending 1911, 1912 and 1913, the expenditure for teachers' wages is more than half the total expenditure. In 1913 the amount is just a little more than half, while in 1914 it is much less than half. This is due to the erection of the new building and the purchase of furniture and equipment for it. Under normal conditions, the amount expended for teachers ought to be at least sixty per cent. This means that in the future the amount expended ought to decrease unless new departments are added to the school.

The tax rate for the past four years has been as follows:

Table No. 17.

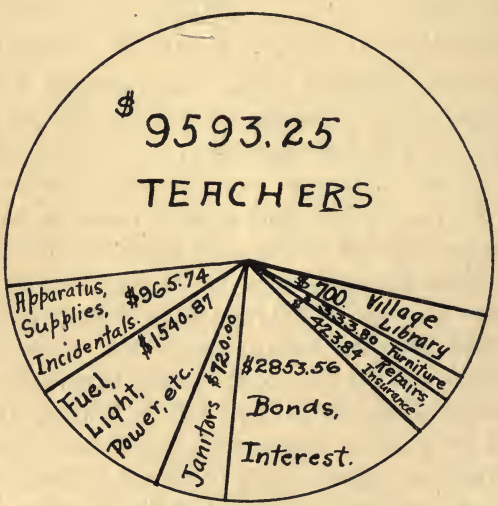
Year ending 1912	$ 7.18 on the Thousand
Year ending 1913	7.61 on the Thousand
Year ending 1914	10.55 on the Thousand
Year ending 1915	11.70 on the Thousand

The cause of this increase in tax rate is found readily by studying the graph of the expenditures for the last four years. Up to the year ending 1914, the rate was very low. But the school was teaching only the traditional academic course which it had for the last thirty years, while other schools about us have been teaching the practical courses which meet the needs of those who cannot continue their education beyond the high school, and of those whose talents are such as will not permit them to pursue collegiate work. Now that the room required for these practical courses is furnished, it is the duty of the school to serve these students by establishing them. To do this will, of course, affect the tax rate, but will not cause it to run as high as it has for the year ending 1915. This tax rate is not a small one. There are two distinct factors that determine its size: (1) the amount of money expended, (2) the valuation of the property on which the tax is to be levied.



$24,278.29

1914

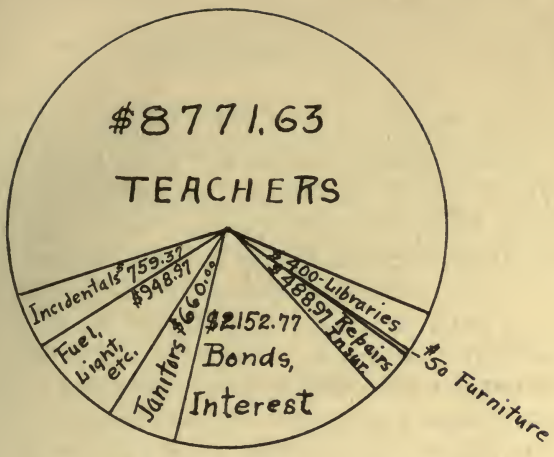


$17131.06

1913

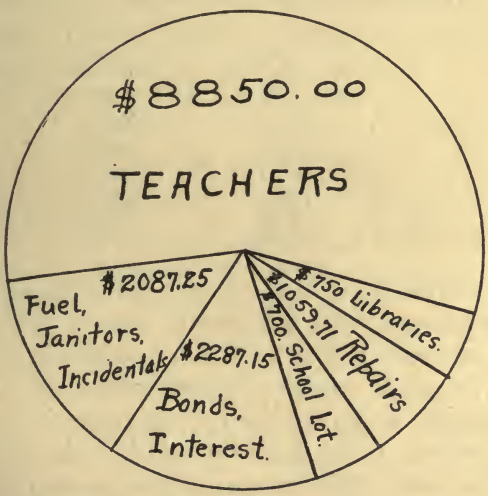
GRAPH No. 8

NOTE: Directions for reading graphs are found on page 109.



$14231.71

1912



GRAPH No8 $15734.11

1911

NOTE: Directions for reading graphs are found on page 109.

a. The Cost of Maintaining the School.

To learn whether the first of these factors is abnormal we shall have to study the per capita cost of instruction for the school. This cost in the first eight grades and in the high school is determined by dividing the amount expended during the school year for the actual current expenses of the school, by the number of pupils registered during the year. In this computation, money expended for the bonded indebtedness including both principal and interest, for the village library, for the new building, for the addition to the school yard, and for furniture for the new addition, has been deducted that a just comparison may be made between the various years and various schools.

Table No. 18.

Table No. 18. Per Capita Costs of Instruction.

Year ending	Per Cap. Cost in the Grades.	Per Cap. Cost in Acad. Departm't.	Am't not included in this computation as explained above.
1910	$17.56	$67.03	$3327.94
1911	18.67	58.47	3737.15
1912	21.44	44.66	2552.77
1913	22.83	47.62	3827.36
1914	25.04	58.11	7445.60

The cost per pupil in the grades has increased steadily since 1910. This is due to the fact that the salaries of the grade teachers have increased regularly and consistently since that time, as is shown by graph number 6, page number 54. Another cause for the increase is the enlarged space devoted to grade work in the new addition to the building, which means more heat, light and janitor service. The new ventilating system is also an added expense. But with these increases there has been no great increase in the registration in the grades.

The per capita cost in the academic work was high in 1910 because of the very low registration in the department that year.

The following two years show a decrease due to a greater increase in attendance than in the salary schedule. In 1913 an increase begins, due to the additional room devoted to this work and an increase in salaries. In 1914 there was a large jump due to the installation of the commercial department, a substantial increase in salaries, the use of the new ventilating system, and the increase of rooms to be heated and cared for.

These figures were presented to the State Department of Education for comparison with the average cost in the state. The reply was that, although the per capita cost of instruction is determined for the state in a different way from that used in this Study, yet it was estimated that our expenses are "not above the average for the state, and would compare *very* favorably with those of other villages of our size." In other words, the people of Dansville are educating their young people at a per capita cost as low as the average union free school district in the state, if not lower, and, therefore, the amounts to be raised by taxation have not been exorbitant.

b. The Size of the District.

The remaining factor of valuation, then, must be looked to. A table has been prepared to show the population, valuation and rate of taxation for some of the schools in our vicinity, for the year ending 1914.

Table No. 19.

Village	Population	Valuation	Rate of Taxation
LeRoy	3771	$2,625,362	$ 9.50 per M.
Warsaw	3206	1,846,230	6.98
Mt. Morris	2782	1,396,514	7.61
Caledonia	1290	1,134,663	8.75
Bath	3884	2,067,815	6.61
Perry	4388	2,240,763	
DANSVILLE	3938	1,706,092	10.55

This table may be standardized by basing the valuations on a population of 4,000 inhabitants which will make comparison possible. To make this clear, let us suppose that Caledonia has a valuation of $1,134,663.00 for her population of 1,290, then she would have at this rate a valuation of $3,518,344.88 for a population of 4,000. The table below is made up in this manner.

Table No. 20.

Village	Standardized valuation
LeRoy	$2,784,791.30
Warsaw	2,303,468.49
Mount Morris	2,007,928.11
Caledonia	3,518,334.88
Bath	2,129,814.88
Perry	2,042,617.41
DANSVILLE	1,732,952.76

This comparison discloses the fact that the valuation of the Dansville Union Free School District is small, which is the secret of the high tax rate. The fact is, the boundaries of the district are smaller than those of the village. There are children living in the village of Dansville who are compelled either to attend a district school or to pay tuition at the village high school. One of these district schools is protected by a hydrant of the village water works. In the other schools mentioned in the above table, the boundaries extend beyond the village limits. In Caledonia's case, the boundaries of the Union Free School District extend over four miles south of the village limits. The remedy for Dansville's high tax rate is not hard to find. The boundaries of her district ought to be enlarged.

This problem is not so serious as it seems at first sight. There is a strong movement on foot in the State Education Department to legislate into being a township school system which will put the schools of a township under the control of a Board of Education for the entire town. The expense of maintaining all the schools in the town will be met by a tax levied equally on all parts of the town. This will mean that in North Dansville all

the district schools will be closed and the children cared for in the high school. This is entirely possible, probable and feasible for the town is but three miles square. No child would have as far to go as do the children living in the southern portion of the Caledonia Union Free School District, or those living in the western part of the Greigsville Union Free School District. Such a plan is just for all concerned. At the present time the district schools are, as a whole, doing a poor grade of work. As an evidence of this we have only to refer the reader to the fact disclosed on page , that there is a heavy retardation in the junior high school, due to the training that many children have received in district schools, and to cite that out of every hundred rural school students who try the Regents' examinations for their preliminary certificate, about 80 fail. Yet each one of these students is required to present to the teacher in charge of the examinations a certificate from his teacher stating that according to her best judgment the bearer is prepared to take the examination. This must not be construed as a harsh arraignment of the district school teachers. They have from four to eight grades to teach. This means a tremendous burden of work if it is done well, regardless of the number they may have in the various grades. Furthermore, these teachers, as a whole, are young and with but meager training to teach and but little experience. If the physicians we employ were trained for their work and were allowed to practice with as little experience as the average rural teacher, the undertakers would do a landslide business. Hence, for the rural children, a school with nearly a score of well trained and talented teachers, one for each grade and special teachers in music, drawing and penmanship; one with the advantages of special departments in commercial work, agriculture and home making; one with a junior high school department for the children in the seventh and eighth years, where the students are promoted by subjects, and where the course of study is so enriched as to make vocational guidance a possibility;—in short, a school which gives these rural children the advantages of those who live in large villages and the cities, is a godsend to them. Many of the

rural districts already recognize this and are contracting with the Union Free School District. But the district cannot afford to do this much longer at the prices they have in the past. The contract price in the past has been less than $15.00 per child, yet it was shown that it costs more than $25.00 per student in the grades and more than $58.00 in the high school. Surely no district can expect another to furnish it the best of advantages for less than half the cost. It is true that without the rural children about the same work would be given for the village children, and, therefore, their presence does not increase the expense pro rata. But the poor preparation of the rural students acts as a brake to the progress of the school, demanding time for these students that ought to be given to the children of our district, and increases the work of the faculty and the administration of the school. All this more than makes up for any slight financial advantage, if any exists. The children of the rural districts should be brought up through the grades of the union school, and their parents should bear the expense equally with the parents in the village.

Just what the effect of a consolidation would be, may be made clear by adding the valuations of the districts which might be consolidated.

Table No. 21.

District No. 1, North Dansville	$1,709,347.00
District No. 2, North Dansville	125,666.00
District No. 3, North Dansville	57,722.00
District No. 4, North Dansville	151,425.00
District No. 5, North Dansville	76,777.30
District No. 11, West Sparta	52,161.50
Total valuation	$2,173,098.80

These children could be taken care of by the Union School without additional teachers and additional expense with the sole exception of transportation. This costs two of the present con-

tracting districts $214.75 and $240.00. Using this as a basis, the additional expense for transportation would be $600.00. This would mean a uniform tax rate of less than $9.00 per thousand for the new district. Under these conditions, the rural community would pay its share for the advantages it has been receiving for the past twenty-five years, in having its children given a high school education at about one-third its actual cost, and its children would be cared for by a school as up-to-date as it is possible to have. On the other hand, the people of the village, or rather those of the village who live in the Union Free School District, would be relieved of a heavy taxation, to which they have been subjected to maintain a school which has contributed to the valuation of the farms of the surrounding country-side. It is a certainty that this is the most just solution of the problem.

2. Method of Accountancy.

This year has witnessed the inauguration of a new system of accountancy, due very largely to the efforts of the President of the Board of Education, Mr. Frank J. Blum. A specially prepared account book is so ruled that every expenditure is entered in its proper column, so that at the end of the year, the exact amount spent for each item, as outlined by the State Department, is shown, and at a glance the exact amount that has been expended at any time may be seen. The business of the Board of Education is carried on with as much care in the matter of detail as any small corporation.

3. Bonded Indebtedness.

In 1912 the Union Free School District voted to raise by bond issue the sum of $32,000.00 to build to and renovate the old building. November of that year saw the payment of the last bond of the preceding series and the following year the new issue began to be paid at the rate of $2,000.00 per year. The bonds had been

A Questionaire Addressed to Non-Graduates

Name..... Address..... .....

I. Please mark with a (x) the reason or reasons which influenced you to leave high school before completing the work:

a. The expense was too great.
(Consider this only when it was an absolute necessity to earn.)

b. Parental objections: What are they?.....

c. The lack of interest in school work. To what was it due?.....

d. No appreciation of the value of the work.
(Consider this only if you see its value now.)

e. No foresight of the course's value for the future—in other words, present pleasures or seeming opportunities caused you to forget the future.

f. The feeling that the high school course wouldn't be worth while for you in the work you expected to follow. What was that work?.....

g. The feeling that you were too old to continue in school.

h. The lack of harmony between you and the faculty.

i. The desire to earn money or to work: the confinement of the school room was irksome.

j. Some opportunity presented itself which you felt you could not afford to ignore. What was it?.....

k. The high school work was too difficult.

l. The failure on the part of the faculty to make clear the value of the course.

m. Ill health. Would any of the above have influenced you to drop out of school? ..... Which?.....

n. If there are any other reasons, or any suggestions, please state them here or on the back of this sheet.

II. Would an agricultural course which teaches the scientific principles underlying arming and nursery work have kept you in school?.....

III. Would a commercial course have kept you in school?.....

IV. Would manual training or domestic science have kept you in school?.....

V. What would you suggest as a means to help a boy or a girl overcome the reason you have for leaving school?..... ....

.....

VI. Was your parents' attitude towards your high school work *very favorable?*..... *Favorable?*.....*Indifferent?*.....*or Unfavorable?*.....Are your parents native born Americans?.....

VII. What influence did your friends and associates have upon your leaving school? ....

sold to the Saugerties Savings Bank, Saugerties, N. Y., bearing 5% interest. The last bond of this issue will be paid in 1928. The interest on this issue will amount to $13,600.00.

XVII. INVESTIGATION OF THE CAUSES OF ELIMINATION IN THE HIGH SCHOOL DEPARTMENT AND THE REMEDIES SUGGESTED THROUGH A QUESTIONAIRE ADDRESSED TO THOSE WHO ENTERED BUT DID NOT COMPLETE THE WORK.

1. The Questionaire.

In the early part of the year 1914, the questionaire, found on the opposite page, was sent to more than three hundred young men and women to ask why they had not finished their high school course. With each questionaire a stamped envelope for a reply was enclosed. Only eighty-three replies were received. There are perhaps three factors that contributed to the small number of the replies. (1) A few are probably ashamed that they did not complete the course and, therefore, felt the easiest way out of it was not to reply. (2) Evidently the indifference which existed for some during their high school days still clings to them. (3) Many have undoubtedly found it difficult to analyze clearly just the reasons why they left school, and, feeling that they had nothing to contribute, made no reply. Undoubtedly this is the strongest of the three factors. It is a matter of serious regret that at least one hundred and fifty replies were not received.

The compilation of the replies to the various questions follows.

2. Compilation of Replies.

Eight said ill health.

The lack of harmony between the student and the faculty. Now regrets the lack of a high school training.

The lack of interest in school work because the studies didn't seem practical. Coupled with this was a desire to earn money. The confinement of the schoolroom was irksome.

The feeling that the high school work would not be worth while for the work the writer wished to pursue, which was teaching a district school. There was also a lack of harmony between him and the faculty.

The feeling that the high school work would not be worth while for the work the writer wished to pursue.

The feeling that the writer was too old to continue school.

The feeling that a high school course would not be worth while for a farmer's wife. With this was coupled ill health.

The lack of interest due to the choice of a wrong course of study. He felt that the work wasn't worth while for a farmer's life and that he was too old to continue school.

He felt that the work was not worth while for a farmer. There was also a lack of harmony between him and the faculty. He was anxious to earn money.

The expense was too great. He felt he was too old to continue school and the opportunity of learning a trade presented itself.

He considered two years of the work all that was necessary because the remainder of the work was not practical enough. The desire to earn money also influenced him.

The lack of interest due to his dislike for school. A commercial school would have kept him, however.

No appreciation of the work. Ill health, also, prevented his continuance at school. Regrets very much that he didn't finish his school work.

Two said there were too many outside attractions which caused them to fall behind in their work.

The high school work was too difficult.

The work wasn't practical enough.

Two said they had no foresight of the course's value, and the desire to earn money caused them to leave school. The opportunity to learn a trade contributed.

The desire to attend a commercial school.

Four said the necessity of their working late in autumn caused them to get a poor start in school and they became discouraged.

The desire to work, and poor health led him to leave school.

The feeling that she was too old to continue school, and the opportunity presented itself for her to attend a school of domestic science.

The high school was too far from home.

The expense and the student's age caused the student to leave school.

Had no appreciation of the work at the time. Now regrets very much that the work wasn't completed.

The feeling that the school work wouldn't be worth while for the work the writer expected to pursue. The work in the languages was too hard and sickness in the family also helped to keep him out of school.

No foresight of the course's value in the future and the feeling that the work would not aid her as a nurse.

Thought the high school course not necessary to become a district school teacher, but later saw the mistake.

Two said the desire to earn money, coupled with the difficulty of the school work, caused them to drop school.

The difficulty of the school work, and the feeling that it wasn't worth while. Now says that every child ought to have a high school education.

No appreciation of the value of the work, and a lack of harmony between the writer and the faculty.

The feeling that the work wouldn't be worth while for practical business, consequently the writer went to a business school.

The difficulty of the work coupled with the feeling that it wasn't worth while.

No appreciation of the value of the work. "Was young and foolish and had no encouragement to continue school."

The lack of interest in school work; the lack of harmony between the student and the faculty; the desire to earn money.

Eleven thought the expense too great. All regret lack of an education.

The lack of harmony between the student and the faculty.

The desire to enter Annapolis Naval Academy led the student to believe a high school education, as a whole, unnecessary. Is now making up what he lacked for graduation in a city night school.

The desire to enter business led the student to enter a business school.

Illness at home caused the student to give up school.

No appreciation of the school work, and a scholarship in a business school caused the student to leave high school. "The greatest mistake of my life was to leave high school before I finished my course."

Moved from Dansville and the student's failure in two Regents examinations in his senior year caused him never to return to school.

The expense was too great, and the opportunity of learning a trade presented itself.

Ill health and an opportunity to travel.

No appreciation of the high school course; the feeling that the high school course wasn't worth while for a printer; and a desire to earn money. "Became sick, lost heart and dropped out."

No foresight of the course's value for the future, together with ill health. "What was future then has become the present, and I regret with much sorrow that I did not heed the advice given me then."

No appreciation of the course's value and the failure on the part of the faculty to make the value clear. Regrets that she didn't finish school.

The lack of interest in school work; expense was too great; no appreciation of the value of the work; the feeling that she was too old to attend school; "didn't appreciate what was expected of me."

The feeling that the high school course wasn't worth while for the work the student expected to take up.

Lack of interest in school work; no foresight of the future value of the work; the feeling that the student was too old; and the work was too difficult.

No appreciation. Is positive that a high school and a college education would have aided him to reach his present position much more rapidly than he has without them.

"My mother's death. I shall always regret that I did not finish my high school education."

Failure in several subjects and the belief that a high school education isn't worth while unless one takes higher work.

"The high school course was simply a college preparatory course, and since I wasn't going to college, I dropped out."

3. *Summary of Replies.*

The expense was too great	14
Parental objections	2
The lack of interest	5
No appreciation of the value of the work (to be considered only if seen now)	9
No foresight of the course's value for the future—in other words, present pleasures or seeming opportunities caused you to forget the future	8
The feeling that the work wasn't worth while for the work you expected to follow	14
The feeling that you were too old to continue school	7
The lack of harmony between you and the faculty	7
The desire to earn money or to work; the confinement of the schoolroom was irksome	9
Some opportunity presented itself which you felt you could not afford to ignore	14
The high school course was too difficult	5
The failure on the part of the faculty to make clear the value of the course	1
Ill health	16

Irregular attendance	4
Illness in the family	2
Outside attractions	2
Lived too far from the school	1
Death of a parent	2

4. Remedies Suggested.

In reply to questions II, III, and IV, ten said an agricultural course; thirty-two, a commercial course; and thirteen, a domestic science course would have kept them in school.

Other suggestions by those replying to the questionaire as means of overcoming the causes for leaving school were:

Courses in higher mathematics (given by an engineer who had to attend a preparatory school to prepare for college).

Two suggested regular attendance.

Faculty guidance and sympathy.

Six suggested that the students be shown the value of the high school courses.

Playground.

Vocational work.

Prune the course of the less important studies.

Encourage the students.

Free textbooks.

Night school.

Vocational guidance was suggested by three.

Not to crowd five years' work in four.

Three suggested that the parents be interested in the school and its work, and be shown the value of an education.

More money for the students.

Means of support for a student.

Manual training.

Higher standards of work.

Abolish the Regents examinations which wreck girls' health.

Decrease the cost of living.

Give interesting and practical subjects.

5. The Influence of the Parents and of Friends.

Forty-two report their parents' attitude toward a high school

education very favorable; eighteen, favorable; two, indifferent; and none as unfavorable.

Five reported that their parents were not native born and the remainder that they were native born.

One person reports that friends had great influence in her leaving school; one that friends had some influence; and the remainder report that friends had none.

6. *Conclusions.*

The first thing to arrest the attention in these answers is the large number who say that ill health was the cause for their leaving school. However, of this number 31% said a commercial course or a domestic science course would have kept them in school. Evidently, the real cause for their leaving school permanently was not ill health so much as it was the failure to find the work in school which they felt to be worth while to pursue.

It will be observed that there seem to be four main causes underlying the larger number of the replies.

1. The traditional high school course didn't appeal to them for they could see no practical value in pursuing it for the ordinary walks in life.
2. The expense was too great.
3. A lack of appreciation of the value of an education of any kind. They seemed to feel that men in the past have made good in life without an education, and, therefore, they were able to do the same.
4. A natural inability to do the work.

The first of these is met in part by the establishment of a commercial course, and would be met much more completely by the establishment of departments of agriculture and home making. These departments are suggested strongly in the replies to the question what ought to be done to overcome the obstacles that lay in the paths of those who replied.

For the second, there seems to be only one remedy, and that is part time work for those whose finances will not permit them to spend all their time at school work.

For the third, there is but one remedy. The parents and the

faculty must co-operate very closely to show the value of an education and a training, and to lay bare the fallacy that because men in the past could make a success of life without an education or a training, the boys and the girls of today can do the same. They must be shown convincingly that the times are not changeless; but rather, are advancing. The demands of today are heavier than they were forty years ago, and they will be even greater forty years from now. The youth must have their vision directed toward the future if the future is to be well taken care of. They must be given work that will aid them practically as well as theoretically. They must be guided vocationally.

The fourth cause cannot be remedied. It is impossible for our school to teach the trades or the various kinds of manual labor. If heredity has decreed that such is the kind of work some of our boys and girls are to follow, the best that can be done with them is to give them at least the work done in the grades, and as much of the junior and senior high school work as they can get as a preparation for citizenship and their social duties. There it must stop.

The answers to the question as to the parents' attitude toward education, it is feared, do not lay bare the naked truth. The number reported indifferent appears enormously low. Those answering the questionaire perhaps remember hearing the parents say that they ought to have an education, but when the critical time came, the parents failed to do their duty, or, perhaps, felt they had no duty to perform. If there had been a *very favorable* attitude toward education, they would have done everything in their power to show the child why he ought to remain in school and to keep him in school. Had this been done, more would have remained. It is rather peculiar that none of the parents were unfavorably disposed toward education. During the past two years, the writer has become aware of two families who would not permit their children to continue school, and two replies to the questionaire suggest parental objections. Surely there must have been more than these in the past ten years.

A Questionaire Addressed to the Graduates

Name..... Address.....

1. Present occupation or business.....

2. Higher institutions of learning you have attended since your graduation from high school and give degrees conferred.....

3. Have you found the work done in these schools or colleges worth while?.....

4. Mark with an (x) the high school course you have pursued; English..... Latin-scientific..... Classical..... General.....

5. Have you found Latin of value to you?..... If you had your high school work to do over again in the light of your present experience, would you study Latin? ..... Mathematics?..... Science?.....

6. Can you state in what respect have you found the following of value (please answer each individually)? Latin?..... Mathematics?..... Science?.....

7. Have you found your high school course worth while in a practical way?..... In a cultural way?..... In an ethical way?..... In a civic way?.....

8. Did you "find yourself", i. e., develop a *dominant interest* which has determined your subsequent life, during your school experience, and, if so, what studies, if any, contributed to your self-discovery?.....

9. What in your opinion ought to be done to make the high school course of greater value to our students?.....

10. If you had it to do over again, in the light of your present experience, would you complete a high school course?..... Would you advise others to do so?.....

11. Dansville has an average graduating class of 11 per year while approximately 35 enter per year. What would you suggest as a means to raise this very low percentage of students to graduate?.....

The nationality of the parents throws no light on the problem. Neither does the influence of the companions. However, it is more than likely that the silent power of suggestion has played an important part in the last case. A young person whose friends are working and have money to spend freely, have unconsciously appealed to the student in school to the extent that he wished to have money and the good times it brings. The opportunities for work and good wages in the nurseries did the rest.

XVIII. A QUESTIONAIRE ADDRESSED TO THE GRADUATES OF THE HIGH SCHOOL.

1. *The Questionaire.*

Those who did not finish their high school education have given their version of the problem. It is equally important to learn what those had to say who had completed the course. In order to get this side of the story, a questionaire was sent to each of the graduates of the high school up to and including the class of 1912. There were 232 letters sent, to which there were 116 replies. Forty-three per cent of the graduates in the classes from 1890 to 1901, and fifty-six per cent of those in the classes from 1901 to 1912 made reply. A copy of the questionaire is found on the opposite page.

The replies to the first two questions were given in the discussion of the graduates (see page 36). The replies to the third question are eighty-one affirming that the work done in institutions beyond the high school is worth while; four are blank and one is negative.

2. *The Value of Latin, Mathematics and the Sciences.*

Question five was included in the questionaire to find out the opinion of the graduates as to the value these subjects have had for them and to learn if they feel it was worth their time to study

them. The students are constantly contending that they cannot see why they have to study such subjects. Undoubtedly the boys and the girls of the past have asked just such questions. The replies give an answer. With this question goes the sixth which asks the graduates in what way they have found these subjects of value. The results obtained follow.

Ninety-six affirm and seventeen deny that the study of Latin was worth while.

Ninety affirm and sixteen deny that they would study Latin again in the light of their present experience. Three said they would study a little of it.

One hundred four affirm and six deny that they would study mathematics again in the light of their present experience. Five say they would study some mathematics.

One hundred eleven said they would study the sciences again in the light of their present experience; three said they would not.

In reply to the question whether the one questioned could state in what respect Latin has been of value, the following are the answers:

Three women and three men state in a cultural way.

Twenty-eight men and forty women state as an aid in understanding the English vocabulary, syntax and grammar. Two of these women say that this was of slight value.

Nine men and six women say as a foundation for other languages. One woman says this was slight.

Four men and ten women say as an aid in understanding literature.

Eight men and five women say from a disciplinary standpoint, of whom one states it developed perseverance; one, an analytical turn of mind; one, concentration; and two, memory.

Three women and one man believe it has aided them practically. One woman says it aided her in reading and understanding quotations in magazine review work. Another says it aids in science; one, in pharmacy; one, in teaching; and another in discriminating vowel sounds in her work as a singer.

Ten men and one woman say it has aided them in building up a technical vocabulary. Of these, three specify in medicine, two in law and one in business.

Five women believe it has aided them to use correct and pure English.

Two men and two women testify that it has aided them in understanding and appreciating the church liturgy and services.

Two women didn't study Latin, one of whom regrets it.

Two men and five women make no reply which may be interpreted as their not being conscious of any value.

Five men and nine women say that Latin has no value for the student, and two women say Latin is not essential. Of the former, perhaps a majority may be said to have developed a hostile attitude toward the subject.

In reply to the question in what respect mathematics has been of value, the following are the answers:

Sixteen men and twenty-eight women ascribe a disciplinary value to mathematics as follows: three men and seven women say accuracy was developed; seven men and fourteen women say mathematics developed their reasoning power; six women and six men claim for it a general discipline of the mind; one woman says it developed in her a systematic turn of mind; one man and one woman say they learned concentration.

Thirty men and twenty-four women ascribe a practical value to the study of mathematics. Of these, some specify in what way: in business, eleven men and three women; in office work, two men and two women; in farming, one man; in scientific study, one man and one woman; in engineering, three men; in teaching arithmetic, three woman; in pharmacy, one woman; in law, one man; in insurance work, one man; in architecture, one man; in typesetting, one man.

Four men and twelve women give no reply which may be construed as their not being conscious of any value.

Three men and one woman find a value in the aid given them for advanced study, particularly in the sciences.

Two men find only an informational value.

Nine women say they experienced no value whatsoever. Theirs is almost a hostile attitude. One says the value received was very slight.

The following are the answers received concerning the sciences:

Eighteen men and twenty-six women say for the intrinsic interest in the information received; the pleasure of knowing nature and her phenomena.

Eighteen men and thirteen women say, from a practical standpoint. Of these, five women said in teaching nature study; in pharmacy, one man and one woman; in medicine, two men and one woman; in engineering,

three men; in agriculture, one man; in housekeeping, one woman; in business, two men; in electrotyping, one man.

Three men and four women say a broader appreciation of nature.

One man, as a foundation for philosophy.

One man, helpful in a civic way.

Five men and four women, in a disciplinary way. Of these one man says, in developing logical thought; three women, observation; one man and one woman, concentration; one man, in drawing conclusions; one man, in reasoning.

Eight men and twenty-three women make no answer, suggesting, thereby, that they are conscious of no definite value.

Five women see no value in the subject at all.

Thirteen people say there is a value but fail to tell what it is.

3. *Observations.*

A study of these replies reveals some interesting facts. The stock argument used by educators in behalf of Latin and pure mathematics, has been that these studies give general training. Practically every student has had this as his answer to the question, "Why study it?" Yet the replies to the question concerning the Latin show but eleven testifying to the value of Latin as a disciplinary subject. The remaining eighty-five assign some practical and definite value to its study. The greatest value seems to be in the proper understanding of and the use of English. If these replies are accurate, might not the question be asked if we are not teaching Latin in the wrong way, and if too much time is not spent on it? Might it not be wise to have the syllabus of Latin to be taught, so revised as to cut down the amount of time devoted to it and to rearrange the work in such a way that the value the graduates have experienced might be emphasized? With less puzzling over difficult Latin constructions and more study of Latin roots there might be a more apparent and practical value of Latin for the average student who now avoids the difficulty of the constructions by the use of the familiar fifty-cent literal translation. Surely the study of Latin under these conditions will not give the student much, if any, training save in dishonesty. Yet,

beneath the whole question lies that other of formal displine. Would that it were definitely settled! Then the other might be taken care of easily and without fear or misgivings.

For mathematics, there seemed to be no greater amount of enthusiasm than for the Latin. In fact, there were more who could give no value for the study of mathematics than there were who could give none for Latin. There were more who ascribed to the study of mathematics a general disciplinary value than to the study of Latin. There seemed to be less hostility toward mathematics, however, than toward Latin. One curious fact is that all who show a hostility to mathematics are women. The women are in the majority of those who saw no value in Latin.

But the most surprising observation of all is that there are more who were able to ascribe a definite value to Latin or mathematics than there were who could for science. Most give it only an informational value. Again the women are the only ones who give the study of science no value.

Judging from these answers, then, Latin has as definite a place in the curriculum because of its usefulness as has mathematics or science as it is now taught. In the writer's opinion, science is altogether too technical for the average high school student.

4. *The Value of the High School Course.*

In reply to the question whether the graduate found the high school course worth while from a practical standpoint, from a cultural standpoint, from an ethical standpoint, and in a civic way, the following answers were received.

In a practical way:	Affirmative answers	112
	Negative answers (One is hostile.)	4
In a cultural way:	Affirmative answers (Three are emphatic.)	112
	Negative answers	1
	A reply of "somewhat"	3
In an ethical way:	Affirmative answers (One of whom attributes it to a German story read in a third year German class.)	95
	Negative	7
	Doubtful	4
In a civic way:	Affirmative	90
	Negative	6
	A reply of "somewhat"	4

In reply to the question, "If you had it to do over again, in the light of your present experience, would you complete a high school course?", all answer, "yes" with all degrees of emphasis.

In answer to the question, "Would you advise others to do so?", there are one hundred and seven affirmative answers varying from yes to the most emphatic forms of an affirmative answer. One person does not answer the question, and eight give qualified affirmatives which are as follows:

Unless student has an exceptional opportunity for practical work.
Depends on the aim of the individual.
If parents can afford it.
Not as curriculum was when I was in school.
If the student has the mental capacity for the work.
If it is possible for the student to get it.
If the student has a normal intellect.

5. The High School Course as a Means of Self-discovery.

In the question "Did you find yourself, i. e., develop a dominant interest which has determined your subsequent life during your high school experience and if so what studies contributed to your self discovery?" there were fifty-three negatives and thirty-five affirmatives.

The replies to the question, "What studies contributed to the self discovery?" were very interesting. The following are the answers given:

The entire course an excellent foundation on which to build.

Somewhat through the study of geology—mining engineer.

Playing piano for primary grade exercises—supervisor of kindergartens.

A period of development and all studies opened new vistas.

Cannot put finger on what studies awakened me.

Literary study and debate led to law, i. e., literary society awakened him.

Literature—librarian.

Trigonometry in a small degree suggested engineering.

English and particularly the English classics led to editing, reporting.

Physics, chemistry, and history led to law.

Development of the feeling of independence and love of work.

Drawing—architecture.

English in a small way.

Bookkeeping and science—bookkeeper and cashier.

Outside interests, activities, management of teams—business and banking.

Latin, mathematics, chemistry—pharmacy.

Desire developed to attend higher institutions.

Study of sciences—medicine.

Sciences—drug clerk.

Sciences, mathematics, languages—teacher.

English—review editor.

German—teaching.

Languages—teaching.

Not a direct aid. Training of high school aided the writer to determine at a later time his vocation.

English and history—teaching.

English, Latin, sciences—teaching.

Became interested in education and attended a normal school.
Became interested in school life and became a teacher.
Geometry, English, bookkeeping—clerk.
English, history.
Literature and science.
Mathematics and science.
English literature—librarian.
Chemistry.
Mathematics, sciences—engineering.

NOTE: The older graduates give but few affirmative answers. Perhaps sixty per cent of the answers come from comparatively recent graduates. This means undoubtedly that experience has taught the students that what they thought they were fitted for, was not the case.

6. *Observations.*

It will be noticed that almost all the graduates have experienced a practical and a cultural value in their high school course. Whether this has been as great as it should have been is a question upon which no light has been shed through the questionaire. The answers as to the ethical value and the civic value are not so assuring, though the civic value should be as pronounced as the other two if not more so. These values must be brought out in the future, but how to do it is a serious question of no small dimensions. However, these answers ought to have a tendency to convince the youth who are attending school that it is decidedly worth while to attend school and to complete the high school course.

The replies to question eight reveal a weakness of all high schools. From a hundred and sixteen replies there were but thirty-five who could say that the high school aided them to find themselves. Yet this condition is as true in college as in the high school. However, a serious attempt at vocational guidance ought to be made and will be made in the future.

7. How to Better the School as Suggested by the Graduates.

In reply to question nine, "What, in your opinion, ought to be done to make the high school course of greater value to our students?" the following suggestions were received:

4 More careful selection of teachers.
1 Smaller classes.
2 Closer contact between teacher and pupil.
1 Stronger influence to counteract unfortunate influence at home.
16 Vocational guidance.
3 Correlation of school with life outside of school, as civics with civic problems to solve; science and personal experience.
12 Manual training.
19 Domestic science.
1 Begin some of the difficult subjects in the grades.
4 More emphasis on the English courses.
2 Teach the habit to study.
1 Trade courses for those who cannot develop the power to study.
2 Current topics as a regular subject of the curriculum.
14 Make the curriculum more practical preparing for urgent needs of present day living.
3 Better laboratory equipment with more emphasis on original work.
1 Eliminate subjects never used and make the useful ones more interesting.
2 Develop a strong, healthy literary society.
1 Instill more ambition in students.
5 To develop spirit of study for knowledge and not for credit.
4 Vocational work.
1 Broader curriculum.
1 Allow more liberty in the selection of courses.
10 Commercial courses.
7 Agricultural course for those who cannot go to college.
3 Teach students to see value of high school work.
1 Induce more students to attend high school.
1 Teach students Christianity, literature and history.
1 Night school.
2 Athletics under proper guidance.
3 Gymnasium work—physical training.
1 More time to be spent on the elementary and practical subjects.
1 Encourage independent thought and self-dependence in the pursuit of studies.

1 Less foreign language and more English.
1 Make the work more rigid.
1 Music course.
1 More rigid discipline.
1 Fewer women teachers.
1 Less work that is over the heads of the students.
1 Course in manners and morals.

8. *Observations.*

A study of these answers reveals the following as salient:

1. Vocational guidance.
2. Strong faculty.
3. Supervised activities.
4. The establishment of courses in home making for the girls, agriculture for the boys, and a commercial course for both, thereby making the work of the school more practical.
5. Close relation between faculty and students and a close correlation between the school life and the life outside of school, e. g., civics with civic problems to solve; the connection of science with the practical problems the students face.

9. *Means to Raise the Low Percentage of Students to Graduate.*

The last question on the questionaire was worded in this way. "Dansville has an average graduating class of 11 per year while approximately 35 enter per year. What would you suggest as a means to raise this very low percentage of students to be graduated?" The replies follow:

1 A questionaire each year with the suggestion that all persons who recognize the value of the training endeavor to influence students and parents who are not awake to the opporunities of our school.
3 Personal contact between pupil and teacher, and interest in pupil on the part of the teacher.
9 Vocational guidance.
2 Development of part time plan in cooperation with the employers of children over fourteen.
3 Vocational training.
2 Make the high school courses more interesting.

1 Employment of teachers of strong personality and ability.
3 Publicity campaign to show the increased earning capacity of graduates.
1 Increase school spirit.
16 Educate the parents.
24 Educate the children from the lower grades that they should continue in school until they are graduated from high school.
1 Educate the children to work and not away from work.
9 Practical courses added to the curriculum.
3 Engage speakers for the year to interest pupils.
1 Give the graduation classes trips to Washington.
1 Children must be given something to help them earn.
10 Commercial course.
6 Manual training.
6 Increase the social and athletic interests. Student activities.
8. Domestic science.
1 Literary work.
3 Agricultural courses.
1 Greater degree of efficiency on part of faculty.
1 Longer school day and less number of years for graduation.
1 Uurge regular attendance.
2 Less stress on Regents and more on daily work.
1 Educate business men to favor holders of high school diplomas.
1 Teach students to concentrate.
1 Sympathetic teachers, especially in first year work.
1 More music in the school.
1 Let the discipline be of the leading kind rather than of the driving.
1 Self-government.
1 A system of proctoring with strong, sympathetic teachers.
1 Give talks on life beyond high school.
1 Have two classes of graduates—long course, short course.
1 Free texts.
1 Class spirit.

This question has been interpreted very much as has number nine. However, the problem approached from this angle reveals the suggestion that the children from the earliest grades should be so educated as to make them desire to continue their school course until graduated from high school. Another suggestion is to educate the parents as to the value of a high school training.

XIX. CONCLUSIONS.

This Study leads to eleven general conclusions, to follow which will, in the writer's opinion, remedy very largely the elimination in the junior and the senior high schools which has been the cause of the small attendance and the small size of the graduating classes; and which will make the Dansville High School as modern and efficient as possible. These conclusions are not a program for immediate action. They are to serve as a sort of a guide for the future, and to be brought to pass as the opportunities present themselves.

1. *The First Conclusion Which Concerns the Faculty.*

In order to attract the best material for the two high school faculties, which must have character, personality, culture, ability, education and sound pedagogical training, the minimum salary for an inexperienced teacher should be $600.00 per year with an increase of $50 per year until the maximum of $800.00 be reached. This maximum should be increased to $900.00 at least, for the preceptress. For the male teachers, the minimum for an inexperienced teacher should be $950.00 with an increase of $50.00 per year until $1100.00 be reached as the maximum. For the junior high school department, a teacher with a normal school training and some successful experience is more to be desired than a college trained teacher with no experience. Great care must be taken in this department that very strong teachers are employed if it is to be a success. The salaries are set by the economic law of supply and demand. It is more difficult to get a good male teacher than it is to get a good female teacher. Hence, to get the best, this difference in schedule must be made, though theoretically, there should be no such difference. There should be at least one man on the faculty besides the principal, and to do justice to the boys of these departments, there should be three. This problem can be settled only by the financial condition of the district.

For the grades, the minimum salary for an inexperienced teacher should be at least $500.00, and $550.00 if possible. The annual increase should be *at least* $25.00 per year and better yet $50.00. For the first grade only an experienced teacher should be employed. In order to get one of ability, the minimum should be at least $600.00.

An efficient system of supervision of the school should be worked out by the principal at the earliest possible moment. This is his most important work, and nothing should stand in his way in performing it.

The Board of Education should do everything in its power to foster a deep professional spirit on the part of the faculty. No stone should be left unturned to keep it from getting in a rut. There must be freshness and vigor and growth if the school is to progress. It might even be wise to put a premium upon these characteristics.

(See pages 51-57 and graph number 6.)

2. Second Conclusion Which Concerns the Library.

The school needs a good library in or near the school building to supplement the work in the grades and particularly that in the two high schools. This need would be most excellently met by a Carnegie Library located on either side of the school building. The south side is preferable because the site would be free. If such a library should be built, it would serve admirably *both* the school and the community. An objection might be raised that the site is not central enough for the village people. To this there are two replies: 1. The library would be as central as are the churches on the square and the school, and almost as central as the Opera House. 2. The interests of the students who ought to use the library every day school is in session, ought not to be sacrificed to save the adults but a few rods of a walk. A Carnegie Library is given a community with the sole condition that one tenth of its cost be paid anually for its maintenance. At the pres-

ent time the school district is paying $750.00 for the maintenance of the Library on Main Street which serves most meagerly the needs of the school, and is not all that the community should have. Its rooms are too crowded. The sum now expended would entitle the community to a library building worth $7,500.00. If the community should wish to make this amount $1,000.00 per annum, the building presented to us would then be worth $10,000.00. Such a building would meet the needs of both the village people and the school in a most excellent way. There seems to be no cheaper way to get a long felt need satisfied than to have it done free. The Board of Education should co-operate with the Trustees of the Library to bring this solution to pass. (See pages 7, 15, 23.)

3. Third Conclusion Which Concerns the Mental Defective.

There ought to be a teacher on the faculty with a long experience with children, who has been taught to give the tests for mental deficiency. If these tests should reveal any large number of mental defectives, a special class for them should be formed, much as is done in the larger schools. (See pages 9, 11.)

4. Fourth Conclusion Which Concerns an Agricultural Department.

Dansville's greatest business is agriculture and horticulture. Her school ought to serve that interest as it has been shown she ought, in other parts of this Study. This Department ought to be established immediately. The expense is not great. Should such a department be established, a good teacher should be engaged who has spent his boyhood and young manhood on a farm or a nursery, and who has been graduated from a college of agriculture. He should be engaged to teach agriculture during the time school is in session, and to aid the students during the summer vacation to apply what they have learned. Such a man would demand a salary of $1,300.00 per year. Of this the State will pay

$933.32. It will pay one-half the cost of the apparatus needed. For every non-resident student who has completed his requirements for entrance in the senior high school and who is enrolled in this department, it will pay $20.00 per year. There would never be less than five such students enrolled. This would mean at least another hundred dollars from the State. In all, the State would give the district approximately $1,033.32 per year, leaving but $262.68 for the district to pay. There are in school today at least ten village boys who desire to take this work, and they are looking forward to the time when it will be given them. We have the room. All we need is the teacher and perhaps a hundred fifty dollars' worth of apparatus. The regular course includes five-twelfths of the work in agriculture and horticulture, and the remainder in history, English, mathematics and science. This course will admit the boy into the State College of Agriculture if he desires to go there. The work in agriculture will consist of a general survey in the junior high school and a specialized study in the senior high school. This will contribute much to the effort to bring vocational guidance to pass. Surely it is an argument for this department that a large number of our nurserymen found the work done in the Cornell Extension School and in the Farmers' Days to be of much value. If the work is good for the adult and experienced farmer or nurseryman, it is good for the boy who wishes to follow that work. The cry of the boy for practical work must be heard. A college preparatory course is a good thing for the boy who isn't going to college, but better yet is a course that will give him training for the duties of life and in the principles of his vocation.

(See pages 14, 23, 51, 68, 76, 83, 84.)

5. *Fifth Conclusion Which Concerns a Home Making Department.*

Closely allied to the agricultural department is the home making department. Every normal woman expects and hopes some

day to be a home maker. This business has become very scientific of late. The scientists have learned that the health of the individual depends very largely upon what he eats and how it is prepared; that health is regained by correct diet and correct living. The homes of the girls cannot give these scientific principles. Few can afford to go away to school to get it. It, therefore, remains for the school to teach it. The teacher of this department receives one-third of her salary from the State. The equipment should consist of a kitchen, a dining room, a bedroom and a toilet. We have the room for these. The equipment will cost approximately $350.00, of which the State will pay about half. The work will consist of the fundamental principles of sanitary housekeeping, cooking, sewing, and elementary nursing. This work will compose five-twelfths of the four year course, and the remainder will consist of English, history, mathematics and science. This course will enter the girls into the normal school and, with certain modifications, into many colleges. She has the gates of the higher institutions open for her, and she has something intensely practical besides.

When this course is established, it will be possible to give in the junior high school some cooking lessons for girls, and will in that way enrich the curriculum and make vocational guidance possible. This course should be established in the near future.

(See pages 14, 23, 51, 68, 83, 84, 96.)

6. Sixth Suggestion Which Concerns the Curriculum.

The establishment of the 6-2-4 plan, i. e., six years of grade work, two years of junior high school work and four years of senior high school work, is believed to be a very wise move. The curriculum of the junior high school should include besides the work in agriculture and home making, a full term of algebra, a full term of Latin and some elementary bookkeeping. A part of the drawing should be mechanical work, in history definite instruction in current events should be included. Of course, all

these subjects would not be studied by each student. The purpose is to allow the student to try the work which he thinks he would like and for which the faculty and the parents think he has an aptitude. If he succeeds, it is a plain indication of the course he should follow in the senior high school whether it be college preparatory, agricultural, commercial or home making.

There are some students who have a decided talent for machinery or a trade. Arrangements can be made with the State Department whereby credit may be granted such a boy for part-time work in a machine shop or a manufacturing concern of repute, if by so doing he is learning a trade. There is abundant opportunity in our village for such work in our manufacturing concerns. This plan would mean part-time in school and part-time in the shop. There is one possible barrier to the successful inauguration of this work and that is the Workmen's Compensation Law.

There is another matter which should receive attention. Instrumental music is as much a part of a child's education as is Latin or any other subject. If some plan could be arranged by the instrumental music teachers in our community to have the practice periods supervised in such a way that a statement could be made authoritatively as to the exact number of hours spent in practice, a unit of credit would be granted by the Education Department at Albany for each two hours so spent each week for thirty-eight weeks in the year. Some plan should be devised that the students may have credit for this work and that they may thereby be encouraged to pursue the work in instrumental music.

When the home making department is established, some sewing should be taught the girls of the upper grades. The boys should have some manual training work in the shop of the agricultural department.

In all the work of the school, a decided effort should be made to put emphasis upon the daily work, and less stress upon the final examinations. This will pave the way for scholarship, and tend to discourage cramming.

(See pages 2, 13-14, 25-27, 84.)

7. Seventh Conclusion Which Concerns the Moral and the Physical Training of the Students.

The moral training given through religious instruction must of necessity be cared for by the churches. That is not the problem of the school, which is a public institution supported by the followers of all creeds. But for morning exercises, something pertaining to morals ought to be read. Would that the various denominations through their representatives might select from the Sacred Book and other writings on morals and ethics, passages pregnant with moral teaching accepted by all creeds that might be read without comment to the children at the opening exercises! Can it be possible that the Jewish and the Christian churches, believers in the same God, cannot find in their teachings great truths concerning *man's duty to man and to himself* which are so freed of creed and doctrine that they may be read in public without damaging one's faith? There is but one answer to the question. It can be done, and the churches will make a vast stride in advance when they do it.

But the school is accountable for an ethical and a moral training through other channels. The indirect method is being used in the schools, and with a studied effort, it may be made of greater value in our school. The method, strongly advocated these days through supervised play, is worthy of careful consideration.

The physical side of the child's development is another problem that must receive most careful consideration. Children left to themselves in the gymnasium and on the play ground often do things very detrimental to health. There ought to be a man on the faculty who can supervise the play of the boys, and a woman who can direct the play of the girls. If the school continues to grow as it has during the last three years—and there is every indication that it will—an addition to the faculty must be made. When this time comes, a man of the right sort should be selected to teach half of his time, and to spend the remainder

in supervising the athletics and play of the boys. His classroom work would make it possible to lighten the work of a capable woman who could then work with the girls. In this way, the double end of moral and physical training might be realized. This would also make it possible to have the man and the woman conduct in connection with the night school, classes in gymnastics and recreational work. This matter should receive the most careful thought of the Board of Education and of the community.

There is one way in which the gymnasium is not complete. The apartment set aside for a dressing room should be fitted with toilets and shower baths. To do this, it will be necessary to make connection with the sewer on Washington Street, and when one considers that the lack of the toilets and the baths make the gymnasium impractical for evening work, and even for athletics, one will realize the necessity of their installation.

The question of a suitable playground for the children and the young people of the village is not a small one. Whether the village or the Board of Education should furnish this is immaterial. But this is certain. The lack of a suitable place for outdoor sports has killed athletics in the high school. During the spring and early autumn months the boys, at times, try to play baseball behind the school. At those times there begins a crop of just complaints from the neighbors. A boy of any vigor at all is bound to bat the ball beyond the confines of the school yard into somebody's garden, nursery, or through a window of the school house. During the past year about $20.00 was spent for new window lights. There are but three remedies. The first is to surround the yard with a twenty-foot screen fence and to screen the windows of the school house. The second is to prohibit the use of the play ground for play purposes. The third is to provide a suitable play ground. The first is impracticable; the second is inhuman; the third is the only solution. This question does not concern the students of the union school alone. The parochial pupils and the young men of the factories in the village need a place to play. During the summer evenings they have

played on the school grounds, but much to the displeasure of the neighbors who have gardens. The sooner the village realizes its duty in this respect, the better it will be for the young people. It would be an act of wisdom to give them a place to work off their excess energy, rather than to leave them to work it off on the streets.

(See pages 59-62, 68).

8. Eighth Conclusion Which Concerns Medical Inspection.

This question is one that will be solved by the State Education Department. Compulsory medical inspection is now a statute, and in the very near future an officer will be appointed by the Education Department to organize this work for the whole State. It is the duty of every school district to attack this problem cheerfully and sympathetically this coming year, with a strong follow-up plan to have the parents of ailing children see the necessity of caring for them immediately. (See page 62).

9. Ninth Conclusion Which Concerns the Parents.

Frequent parents' meetings should be held during the year to keep the parents informed of the work of the school, the work of the children, to cause them to become acquainted with the teachers, and to give them an opportunity to talk with the teachers about the progress and the deportment of the children. It might be well to close school some morning and have in its place an evening session, that the fathers and the mothers might see their children actually at work. Such meetings would create in the parents a keen interest in the school, which would mean that more children would be kept in school than heretofore. There would be a greater sympathy for the school, its work and its faculty. There should be formed a mothers' club of the mothers who have children in the lower grades. This is a matter demanding immediate attention.

(See pages 57-59).

10. Tenth Conclusion Which Concerns the Wider Use of the School Plant.

The school has done well in bringing to pass the many lectures and meetings of interest to the adults in and about our village. It has done well to establish a night school. This work should continue. The school should be made to serve the adults as well as the children. In the future, the night school should be made broader in scope. Specialists might be brought in to give addresses before the nurserymen and the farmers, and to give courses in home making and home economies for the women. Our lawyers might be interested to give short talks about practical points in law for the business man. Physicians might, in a series of lectures, tell how to conserve the health that one may be the most efficient citizen possible. Some of the young engineers might give courses in mechanical drawing for the young fellows who had thoughtlessly dropped out of school, but who, seeing the error in the move, and wishing to correct it as far as possible, might work up to a better position. There might be work in the gymnasium for those who feel the need of exercise and recreation after a day in the office or the shop or the store. All this could be done without expense to the district, by charging a tuition sufficient to pay for the services of those engaged to do the work. The district's contribution would be a lighted and heated school house. This phase of the school's service to the community must never be lost sight of.

(See pages 66-68).

11. The Eleventh Conclusion Which Concerns the Finances.

There are but two phases of this problem for thought. In Dansville there is an unjust distribution of the burden of giving to the village and the surrounding community the advantages of a modern high school. There is but one solution and that is to enlarge the district.

The question of a few dollars should never stand in the way

of the training of our future citizens. No money is better expended, or more patriotically expended, than that which will guarantee democracy to this land of ours in the growing complexity of its problems. Life is becoming more complex every day, and with that complexity is a demand for the higher training of men and women who must fight the battles of life.

(See pages 68-77).

APPENDIX

The Graphs and How to Read Them

In this Study there are three kinds of graphs; one represented by bars, six by lines and one by circles.

Graph number one is represented by bars. Each bar is drawn to scale and represents by its length the number in a graduating class.

Graphs two, three, four, five, six and seven represent by lines, commonly called curves, the flunctuations by years of their respective subjects. Across the top of each of these are either months or years, and up the left side is a scale of numbers. To show how to interpret one of these, graph number two on page number 39 may be taken as an illustration. There are six curves representing six different sets of facts. At the top is the curve representing the total registration in school for the last ten years. For the year 1904-1905, there were 506 pupils in school. This amount is represented by a point on the 1904-1905 year (the vertical line at whose top is 1904-1905) line between the 500 and the 530 lines which cross the graph horizontally. Since the difference between these two lines is thirty and the point to be determined is 8 above the 500 line, it is determined by taking eight thirtieths of the space between these lines. The next year there were 482 pupils in school. This point lies on the 1905-1906 year line and between the 470 and the 500 lines. For each of the other years the points are determined. Then these points are connected by lines which will give the eye a means of judging the amount of variation there is, over in the period of ten years. The other curves represent the registration in the grades and the distribution of boys and the girls in whole school and in the grades. A study of these curves will show the proportionate variation.

Graph number eight shows by the size of the circles the variation in the expenditures for the four years they represent. The angles show how the items vary each year.